

PSYCHOLOGICAL ABSTRACTS

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GENERAL

1271. Adams, D. K., & Lundholm, H. [Eds.] *Contributions to psychological theory.* Durham, N. C.: Duke Univ. Press. Vol. 1, No. 1, 1934. Irregular. \$5.00 per volume.—R. R. Willoughby (Clark).

1272. Anderson, J. E. Report of the round table on "Time lag in the publication of psychological research." *Psychol. Bull.*, 1935, 32, 855-858.—Several suggestions were offered to contributors and to editors, calculated to cut down the present excessive delay in getting papers published. Those for contributors included: drastic reduction of historical and bibliographical material, of descriptions of apparatus and technique, of formulae and statistical procedure available in standard texts, and elimination of either table or graph in case they represent identical material. Earlier publication by specially established journals was suggested.—J. F. Dashiell (North Carolina).

1273. [Anon.] XV international physiological congress, Moscow, 1935. Summaries and communications. Leningrad, Moscow: Biomedgiz, 1935. Pp. 471.—Several hundred papers presented by investigators from all over the world. The reports are given in English, French, or German. A number of papers, especially those on neurology and endocrinology, overlap greatly in subject matter with the field of psychology.—D. P. Boder (Lewis Institute).

1274. [Anon.] Programs announcing candidates for higher degrees, February, June, July and August, 1935. *Univ. Ia Stud. Aims Progr. Res.*, 1935, No. 48, n.s. No. 299.—Contains programs for the final examination of candidates for the doctorate and thesis topics of candidates for the master's degree at the State University of Iowa during 1935.—B. Wellman (Iowa).

1275. Augier, E. *Les mecanismes et les faits de conscience.* (The mechanisms and the facts of consciousness.) *Scientia, Bologna*, 1935, 58, 286-295.—An attempt has been made to diminish the differences between the workings of mechanisms and those of consciousness in order to show a certain analogy of structure and the possibility of a science which, using the two methods of observation of objective sciences and psychology, would unite their results into a single unit. It has been shown that a judicious choice of the observed accomplishments of consciousness grants verification of their temporal structure, and often leads to a decision of the order of their successive parts. Seen as a sequence of elementary facts following one another in a well-controlled, temporal order and examined attentively, the workings of consciousness are modified and changed in details to correspond to those of a mechanism.—M. Gifford (Jamaica Plain, Mass.)

1276. Balz, A. G. A. Some historical steps towards parallelism. *Phil. Rev.*, 1935, 44, 544-566.—Parallelism did not arise from psychological inquiry, and it was not formulated for the sake of psychology. It came into being because of an effort to provide a metaphysics for physical science, and its function was metaphysical and even theological. Psychology, as that term is understood in the history of modern thought, is really a by-product of metaphysical, theological, and methodological interests in the science of physical nature. Neither psychophysical parallelism nor the hypothesis of the interaction of soul and body could come into being until the Cartesian doctrine concerning body and soul had been formulated. Psychophysical parallelism appeared as a device for satisfying the demands of metaphysics and theology in the context of a new physics. It appeared that what was left out of physics might be the province of psychology. Interaction and parallelism express the difficulty of determining just what physics does omit and how what it leaves out is related to what it includes. The Cartesian bewilderment has been strikingly persistent throughout the history of modern psychology.—M. F. Martin (West Springfield, Mass.)

1277. Bartlett, F. C. Obituary notice: Dr. Shepherd Dawson. 1880-1935. *Brit. J. Psychol.*, 1935, 26, 117-119.—R. R. Willoughby (Clark).

1278. Berglund-Gray, G. Methods used in preparing manuscripts for publication in psychology and education. *J. educ. Res.*, 1935, 29, 212-215.—Results of 44 replies to a questionnaire addressed to authors indicate that there is no accepted procedure used by all of them.—S. W. Fernberger (Pennsylvania).

1279. Blanché, R. *La notion de fait psychique. Essai sur les rapports du physique et du mental.* (The concept of the psychic fact. An essay on the relations of the physical and the mental.) Paris: Alcan, 1935. Pp. 402. 40 fr.—The author seeks to free psychology from the realism which postulates the existence of a specific mental reality and which gives rise to two types of psychology, one devoted to the study of mind and one a natural science having nothing to do with the mental. The author follows the rational idealism of Brunschwig and offers a new conception of the nature of the body itself. An appendix presents the relations of the physical and the mental in this "neutral monism," as well as Mach's analysis of sensations and James' theory of consciousness.—M. H. Piéron (Sorbonne).

1280. Brunschwig, L. *Les âges de l'intelligence.* (The ages of intelligence.) Paris: Alcan, 1934. Pp. 151. 10 fr.—The volume is a presentation of the idealistic doctrine which asserts that the continued progress of philosophy derives from the effort of

intelligence involved in the building of experimental science. Although humanity does not cease to mature, men do not necessarily participate in the progress of their species. The species has its own age as men have theirs, the latter varying according to the degree of consciousness to which each has attained and according to the period in which each lives and the field where thought is exercised.—*M. H. Piéron* (Sorbonne).

1281. Bühler, C. *Der menschliche Lebenslauf als psychologisches Problem.* (The course of human life as a psychological problem.) *Ber. Kongr. dtsh. Ges. Psychol., Hamburg, 1932, 12, 305-312.*—A psychological life curve may be constructed which in certain respects shows a resemblance with the biological curve of life.—*H. Beaumont* (Kentucky).

1282. Büttner, H. *Die phänomenologische Psychologie Alexander Pfänders.* (The phenomenology of Alexander Pfänder.) *Arch. ges. Psychol., 1935, 94, 317-346.*—An explanation of Pfänder's psychology is found in Husserl's phenomenological philosophy. It proceeds from the concept of the ego as the source of all psychic activity, the unity of the ego being the integrating center of all such activity. Soul must be looked upon as the immaterial life essence with manifold immaterial life impulses always renewed from within the self. He contrasts this viewpoint with those that hold the self as resultant of brain activity. He discusses the relationship of consciousness to the object perceived, and sets forth Pfänder's analysis of cognitive, affective and conative impulses. He objects to the reduction of all acts of will to a single impulse. He designates the soul as person, ethical, social, religious, and enters upon Pfänder's contribution to characterology as growing out of this classification. He holds that Pfänder has given reality to our understanding of the entity "soul" as no other psychologist has.—*A. B. Herrig* (Michigan Central State Teachers College).

1283. Carr, H. A. *Joseph Peterson.* *Psychol. Bull., 1935, 32, 753-754.*—A biographical sketch.—*J. F. Dashiell* (North Carolina).

1284. Cason, H. *An outline of experimental psychology.* *Psychol. Bull., 1935, 32, 792-806.*—An outline of topics based on the location, nature, and complexity of the bodily structures involved in each function.—*J. F. Dashiell* (North Carolina).

1285. Castro, F. *Santiago Ramón y Cajal, 1852-1934.* *Arch. Neurobiol., 1934, 14, 833-864.*—A biographical account, in approximate chronological order, of a number of influences and accomplishments in the life of Ramón y Cajal. The account was taken in part from Cajal's autobiography, *Recuerdos de mi vida*, of 1923. His early academic training and the master biologists who influenced him, contributions in discovery and theory in the field of neuro-histology and histogenesis, his colleagues, and his publications are discussed. Four photographs of Cajal are reproduced.—*R. M. Bellows* (U. S. E. S. Div. Standards and Research).

1286. Crozier, W. J. *Déterminisme et variabilité dans le comportement des organismes.* (Determin-

ism and variability in the behavior of organisms.) Paris: Hermann, 1935. Pp. 57. 15 fr.—The author first explains why he prefers the word "performance" to "behavior." The performance of an organism includes all of its organic activity. These activities are chemical, mechanical, etc., provided that they are susceptible of measurement because they involve the exchange of matter or energy. Are the performances of organisms determined? This is discussed in terms of the geotropic orientation of young rats. There are two important laws which concern the essential properties of this performance: (1) There is a mathematical relation of physical significance between the intensities of the external factor concerned and the average magnitudes of the resulting performance. (2) There is a definite relation between the variations of the performance and the intensities of the external factor. A bibliography of 59 titles is given.—*M. H. Piéron* (Sorbonne).

1287. Frenkel, E. *Lebenslauf, Leistung und Erfolg.* (The course of life, activity and results.) *Ber. Kongr. dtsh. Ges. Psychol., Hamburg, 1932, 12, 331-335.*—An attempt is made to establish a measure of the evaluation of an individual's concrete accomplishments in order to find their distribution during the individual's life and the influence they have on the course of his further life.—*H. Beaumont* (Kentucky).

1288. Giese, F. *Gestalt und Form.* (Gestalt and form.) *Ber. Kongr. dtsh. Ges. Psychol., Hamburg, 1932, 12, 335-336.*—*H. Beaumont* (Kentucky).

1289. Goudge, T. A. *The views of Charles Peirce on the given in experience.* *J. Phil., 1935, 32, 533-545.*—In various places Peirce has advocated three or more incompatible views as to the given: (1) The given is unknowable. This view Peirce himself shows to be false in his later writings. (2) The given is feeling or qualities of feeling. This view is open to several interpretations, but if he means that immediate experience is primarily affective he is probably correct. If he means, as he does in some places, that it is a "feeling of feeling" he has not proved his case. (3) The given consists of logical potentialities or universals. But on examination we find that what we experience is never a universal but an instance of a universal (an instance of black, for example), i.e. a particular. We therefore reject this view.—*E. T. Mitchell* (Texas).

1290. Greenwald, D. U. *Circuits now available for the measurement of electrodermal responses.* *Psychol. Bull., 1935, 32, 779-791.*—A critical review of some ten types of circuits in use to-day and of their antecedents is presented in an informative manner. Bibliography of 36 titles.—*J. F. Dashiell* (North Carolina).

1291. Heymanovitch, A. S. *Ramón y Cajal.* *Arch. Neurobiol., 1934, 12, 887-890.*—The influence of Cajal upon the advancement of histoneurological science in Russia.—*R. M. Bellows* (U. S. E. S. Div. Standards and Research).

1292. Jaensch, E. *Psychologie, philosophische Anthropologie, Wirklichkeitsphilosophie.* (Psychol-

ogy, philosophical anthropology, and philosophy of reality.) *Ber. Kongr. deutsch. Ges. Psychol., Leipzig*, 1934, 13, 140-142.—*H. Beaumont* (Kentucky).

1293. Jastrow, J. Lo, the pseudologist. An outline of the sciences of unwisdom, from astrology unto numerology, with business index. *Esquire*, 1936, 5, 91; 117-118.—*R. Goldman* (Clark).

1294. Kafka, G. Die Bedeutung des Behaviorismus für die vergleichende Psychologie und Biologie. (The significance of behaviorism for comparative psychology and biology.) *Ber. Kongr. deutsch. Ges. Psychol., Hamburg*, 1932, 12, 214-255.—The method of investigation which is based on behavioristic principles has largely contributed to the elimination of three fundamental misconceptions inherent in the "older" psychologies: the absolute isolation of the psychic object, the absolute passivity of the psychic subject, and the general validity of causal laws.—*H. Beaumont* (Kentucky).

1295. Kao, K. F. [Modern psychology.] Shanghai: Commercial Press, 1935. Pp. 395. \$.85 Mex.—This book is a reprint of 13 leading articles selected from the author's many psychological writings in the past ten or more years. The more important titles are (1) present status of psychology, (2) psychology and the natural sciences, (3) behaviorism, (4) purposive psychology, (5) Freudian psychology, (9) Gestalt psychology, (11) child psychology from the standpoint of the Gestalt school, (12) subjective atomistic psychology (see VIII: 5745), and (13) objective atomistic psychology (see VIII: 5746).—*C. F. Wu* (Nat. Res. Inst. Psychol., Acad. Sinica, China).

1296. Krueger, F. Die Lage der Seelenwissenschaft in der deutschen Gegenwart. (The present condition of mental science in Germany.) *Ber. Kongr. deutsch. Ges. Psychol., Leipzig*, 1934, 13, 9-36.—A historical and critical review of the principal contributions to psychology made by German scientists. Materialism and mechanistic interpretations were inevitable in a civilization built on big business and capitalism. Society and the state were neglected in the struggle for profits and psychologists failed to make an attempt to understand the relationship of man to his fellows and to impersonal, eternal forces. Fundamentally they denied the reality of the "soul" and ignored such concrete institutions as work, custom, state. From this neglect of essentials Germany was in danger of suffering irreparable damage until men who realized the seriousness of the situation became leaders of the nation. Now Germans in general realize that they are surrounded and steered by super-human forces and desire to remain a part of the infinite whole which they recognize respectfully as the living, mental essence. Materialism and decadence have been checked by the new government, new developments are encouraged and the scientific investigation of mental life will soon show its beneficial effects on society and the state.—*H. Beaumont* (Kentucky).

1297. Lhermitte, J. Don Santiago Ramón y Cajal, 1852-1934. *Arch. Neurobiol.*, 1934; 14, 383-387.—

Since 1892 Cajal built his theory of chemotaxis of neurones, by which movement of the nervous elements during embryonic stages and the structural development of the cerebrospinal system may be interpreted.—*R. M. Bellows* (U. S. E. S. Div. Standards and Research).

1298. Lundholm, H. Conation and our conscious life. Prolegomena to a doctrine of urge psychology. *Contr. psychol. Theor.*, 1934, 1, 1-95.—This is a treatise, formerly published as a Duke University Psychological Monograph, which presents a comprehensive psychological doctrine based upon three assumptions: "the first being that the only psychological doctrine which can aspire to attain any practical significance is one that proceeds upon conation, or purposive striving, as the basis of all mental life; the second, that, in the present state of our knowledge of physics, it is a hopeless waste of energy to try to explain mental life by physical law; the third, that the anthropomorphic interpretation of the behavior of all living beings, even those on the level of the protozoa, is justified and leads to a clearer understanding of animal conduct than any other mode of interpretation." Proceeding on these assumptions, the author is led: "(1) to attempt to outline a doctrine of psychology that consistently explains all mental process as the manifestation of urge; (2) to base this doctrine upon the dualistic-interactionistic hypothesis of the mind-body relation; and (3) to infer conscious guidance of conduct on all levels of animal life." The argument is in the tradition of the British conative school (Ward, Stout, Alexander and McDougall) but extends this systematic view by postulating two new primordial impulses—that of curiosity and that of deference.—*S. Rosenzweig* (Worcester State Hospital).

1299. Marinesco, G. La obra de Santiago Ramón y Cajal. (The work of Santiago Ramón y Cajal.) *Arch. Neurobiol.*, 1934, 14, 873-878.—Cajal's first important publication was in 1888. In 1889 he showed his preparations of the retina to the annual Congress of the Society of Anatomy at Berlin. By 1891 his discoveries of neurogenesis were known. In 1894 he presented, in London, his findings on internuncial neurones. His most important publication, in three volumes (1800 pages and 887 original figures) appeared in 1904; and in 1906 he took the Nobel prize. His last important works were published in 1929 and 1933.—*R. M. Bellows* (U. S. E. S. Div. Standards and Research).

1300. Müller-Freienfels, R. Die Kategorien der Psychologie. (Psychological categories.) *Ber. Kongr. deutsch. Ges. Psychol., Leipzig*, 1934, 13, 156-157.—*H. Beaumont* (Kentucky).

1301. Naidu, P. S. Critical realism and John Locke. *J. Phil.*, 1935, 32, 431-437.—Critical realism has its beginnings in John Locke. Locke, in turn, can be understood in the light of certain clarifications developed by the critical realists. Locke's primary qualities correspond to the realists' "characteristics." His secondary qualities are really not qualities at all but powers of the object to produce sense data when

in relation to the percipient. His "ideas" cover both qualities and powers, and also include a third thing, the sensations or perceptions in the understanding. Locke had in mind what the critical realist now calls essence, universal, or sensum. This reclassification of the elements of Locke's system into qualities, powers, and universals will correct many of the false interpretations of Locke.—*E. T. Mitchell* (Texas).

1302. **Ni, C. F.** [Introducing psychology by means of exhibition.] *Nan Ta Educ.*, 1935, 1, 26-29.—The author proposes to introduce and popularize psychology by means of exhibition. The psychological exhibitions in the State University of Illinois, Clark University, and University of Leipzig, as well as in the Stoelting Company and Zimmermann Company are mentioned. The defects of these psychological exhibitions are pointed out and improvements are mentioned. The organization of an ideal psychological museum is outlined and samples of psychological articles for exhibition are enumerated. The advantages of psychological exhibition are mentioned, such as (1) popularization of psychological knowledge, (2) arousing interest in studying psychology, (3) serving as a center for introducing psychology to the general public, (4) unconsciously shifting the emphasis of psychological studies to practical problems, and (5) supplementing the deficiencies of psychological laboratories. It is also pointed out that introducing psychology by means of exhibition may give the audience a wrong impression that all psychological experiments are simple, and that the exhibition method has its own limitation in that many psychological phenomena cannot be shown in their true nature.—*C. F. Wu* (Nat. Res. Inst. Psychol., Acad. Sinica, China).

1303. **Penfield, W.** *El Professor Ramón y Cajal.* (Professor Ramón y Cajal.) *Arch. Neurobiol.*, 1934, 14, 890-892.—The pupils of Cajal form a school of histoneurology whose members are: Tello, Lafora, Horteiga, Castro, Villaverde, Sanchez, Nô, and many others.—*R. M. Bellows* (U. S. E. S. Div. Standards and Research).

1304. **Rubinstein, S. L.** [Fundamentals of psychology.] Moscow-Leningrad: 1935. Pp. 496.—The book is divided into four parts. The first contains the history of psychology and the contemporary doctrines, substance and methods of psychology. The subject of psychology is discussed in the central chapter. To the traditional introspective conception of consciousness the author opposes a new conception. He accepts the behaviorist's point of view by including behavior in psychology, but opposes to the behavioristic conception a new understanding of behavior. The second part treats the question of genetic psychology. The third contains a functional analysis of consciousness, including chapters on perception, thought, memory, emotions, etc. The fourth and last part is given to the psychology of personality and the principles of character. The fundamental characterological doctrines are analyzed and opposed to a new conception. The book includes contemporary experimental data of French, German, American,

Russian, and other psychologists, and presents these data in a systematical exposition. An objective, historical, social point of view dominates, representing the state of science in the USSR.—*A. Yarmolenko* (Leningrad).

1305. **Sommer, R.** *Zur Geschichte der Kongresse für experimentelle Psychologie.* (The history of the congresses of experimental psychology.) *Ber. Kongr. dtsh. Ges. Psychol.*, Hamburg, 1932, 12, 9-12.—An examination of the programs of 12 meetings shows that, in addition to special problems, investigations of general psychological significance have increased in number. The progress of the experimental method is mirrored in these programs, but emphasis on general problems became so pronounced that in 1929 the name of the society was changed to "Psychological Association" from "Association for Experimental Psychology."—*H. Beaumont* (Kentucky).

1306. **Sumner, F. C.** *The new psychology unit at Howard University.* *Psychol. Bull.*, 1935, 32, 859-860.—Notes and floor plan of a new laboratory.—*J. F. Dashiell* (North Carolina).

1307. **Toops, H. A.** *Two aids in writing research reports.* *J. educ. Res.*, 1935, 29, 298-299.—Recommendations for numbering tables and interleaving pages in research reports.—*S. W. Fernberger* (Pennsylvania).

1308. **Weatherhead, L. D.** *Psykologien och livet.* (Psychology and life.) Uppsala: J. A. Lindblad Förlag, 1935. Kr. 5.50.—See IX: 2089.—*R. R. Willoughby* (Clark).

1309. **Winkler, C.** *El Professor Ramón y Cajal.* (Professor Ramón y Cajal.) *Arch. Neurobiol.*, 1934, 14, 882-883.—The life work of Cajal made possible the first comprehensive understanding of the structure and function of the nervous system.—*R. M. Bellows* (U. S. E. S. Div. Standards and Research).

1310. **Zawadzki, B.** *Sprawozdanie z 42 zjazdu asociacji psychologów amerykańskich.* (Report of the 42nd meeting of the American Psychological Association.) *Kwart. psychol.*, 1935, 6, 371-374.—*T. M. Abel* (Progressive Education Association).

[See also abstracts 1372, 1388, 1690.]

SENSATION AND PERCEPTION

1311. **Blomhert, G.** *Contribution to the study of the haptic perception of proportions.* *Proc. Konink. Akad. Wetensch. Amst.*, 1935, 38, 931-942.—Haptic perception of the proportion of a rectangle is possible. The haptic impression is quantitatively similar to the optical one, but qualitatively different. Comparing free tactual movements with one-sided movements, the results are that the latter method makes the rectangle seem taller than it is geometrically.—*R. Goldman* (Clark).

1312. **Caanitz, H.** *Vom Wesen der angeborenen Farbensinnstörungen und ihrer praktischen Bedeutung für Marine, Eisenbahn und Luftfahrt.* (The nature of congenital disturbances of color vision and their practical significance for marine, railway and

air travel.) *Veröff. Marinesanitätsw.*, 1935, No. 26.—*R. R. Willoughby* (Clark).

1313. *Dürckheim, K. v. Ueber Grundformen des Raumerlebens.* (The fundamental forms of space perception.) *Ber. Kongr. dtsh. Ges. Psychol., Hamburg*, 1932, 12, 318-320.—*H. Beaumont* (Kentucky).

1314. *Ferree, C. E., Rand, G., & Lewis, E. F.* The effect of increase of intensity of light on the visual acuity of presbyopic and non-presbyopic eyes. *Trans. Illum. Engng Soc.*, 1934, 29, 296-313.—(*Biol. Abstr.* IX: 15841).

1315. *Gassowsky, L. U., & Samsonowa, W. G.* Pulsierende Schwingungen in dem Akkommodationszustand des Auges. (Pulsating oscillation during visual accommodation.) *v. Graefes Arch. Ophthalm.*, 1934, 132, 82-86.—The authors describe a phenomenon found during the use of a refractometer for studying the range of visual accommodation. In 19 of 40 subjects the image observed on the retina of the eye was at times distinct, at times indistinct or vanished completely, especially in that position which requires maximal effort of accommodation. For 10 subjects the pulsation was uniformly present; in the other 9 the oscillation was not a stable phenomenon. The pulsation has a rhythmic character, was the same for both eyes, but varied from individual to individual, the frequency ranging from 1-2 per minute to 14-20 per minute, 3-6 pulsations per minute being most common. The authors consider two possible explanations: the instability of effort of the ciliary muscle, and oscillation in the process of fixation depending upon the subject's effort of attention. The phenomenon is considered important for the investigation of the question of the stability of visual perception.—*E. F. Kinder* (Letchworth Village).

1316. *Helsmoortel, J., & Nyssen, R.* De la douleur par excitations auditives intenses. (Pain from intense auditory stimuli.) *Arch. int. Physiol.*, 1934, 38, 9-23.—(*Biol. Abstr.* IX: 15848).

1317. *Hovland, C. I.* Apparent movement. *Psychol. Bull.*, 1935, 32, 755-778.—A review of the literature since 1930 (87 titles) organized under the following heads: (1) apparatus and methodology: research apparatus, demonstrational units, stroboscopes, analysis of tones, clinical applications of the stroboscope, new methods of obtaining apparent movement; (2) experimental studies: autokinetic sensation, after-images, stroboscopic, gamma, and induced movements; auditory, tactual, and vibratory apparent movement, and with several senses; (3) theoretical formulations: concerning autokinetic sensation, movement after-images, stroboscopic, gamma, induced, and tactual apparent movement.—*J. F. Dashiell* (North Carolina).

1318. *Kasting, K.* Über Mengenauffassung und Mengenvergleich. (Dealing with perception of mass and mass comparison.) *Arch. ges. Psychol.*, 1935, 94, 247-270.—This article discusses one by Mokre dealing with the problem of the accuracy of perception as affected by size of elements and space relationship in a group of similar objects. Other studies in the field are reviewed, most of which had been tried with

children. The author makes continuous studies with adults, introducing as material forms other than circles for perception, and makes comparison of the accuracy of judgment. His projection apparatus and procedure are described. Tables show his results, variability and central tendencies, and are commented upon.—*A. B. Herrig* (Michigan Central State Teachers College).

1319. *Katona, G.* Farbenkonstanz und Farbenkontrast. (Constancy and contrast of colors.) *Ber. Kongr. dtsh. Ges. Psychol., Hamburg*, 1932, 12, 358-360.—*H. Beaumont* (Kentucky).

1320. *Katz, D.* Psychophysiologische Untersuchungen an der Zunge. (Psychophysical studies of the tongue.) *Kwart. psychol.*, 1935, 6, 237-259.—The tongue is shown to be the most primitive sense organ that transmits sense impressions. In an experiment employing electrical stimulation, the author found that the threshold for taste sensations is much lower than hitherto assumed; under favorable conditions the threshold is about 1-1000 milliamperes.—*T. M. Abel* (Progressive Education Association).

1321. *Kravkov, S. W.* Die Unterschiedsempfindlichkeit eines Auges unter dem Einfluss vom Schall oder Beleuchtung des anderen Auges. (Sensitivity in differentiation of one eye under the influence of sound or illumination of the other eye.) *v. Graefes Arch. Ophthalm.*, 1934, 132, 421-429.—*R. R. Willoughby* (Clark).

1322. *Kravkov, S. W., & Biletzky, G. S.* Die Abhängigkeit des Lichtirradiationseffektes im Auge von der Lichtintensität, Kontrast und Nebenreizwirkung. (The dependence of the effect of light radiation in the eye upon the intensity of light, contrast, and the effect of secondary stimuli.) *v. Graefes Arch. Ophthalm.*, 1934, 132, 379-398.—*R. R. Willoughby* (Clark).

1323. *Labbe, A.* L'aphorisme de Lord Kelvin et le problème de l'oeil. (The aphorism of Lord Kelvin and the problem of the eye.) *Rev. gén. Sci. pur. appl.*, 1935, 46, 366-374.—Kelvin wrote: "If I can make a mechanical model of a phenomenon, I understand it; if I cannot make one, I do not understand it." The author inquires into the applicability of this aphorism to biological phenomena and particularly to the eye, in which case serious scientific and philosophical questions are involved. One may understand the eye without introducing the finality of vision. Such an introduction occurs only when one attempts to construct a model without understanding the determinism of the parts.—*M. H. Piéron* (Sorbonne).

1324. *Lipschutz, H.* Myopia and nearwork. *Brit. J. Ophthalm.*, 1935, 19, 611-612.—"Only eyes which have a myopic disposition and in which the collagenous fibres of the sclerotic have not been hardened by age will be liable to suffer by nearwork. The myopic disposition may be due to a weakness of the elastic fibres of the sclerotic combined with deficient anterior venous drainage of the eye." This argument is based on "the observation that the intra-ocular pressure is often raised above the level in the upright posture when the head is forcibly bent forwards in the neck"

(during nearwork).—*R. J. Beitel, Jr.* (American Optical Company).

1325. **Macht, D. I.** *Action du venin de cobra sur le seuil de la douleur chez l'homme et chez le cobaye.* (The action of cobra venom on the pain threshold for man and for the guinea-pig.) *C. R. Soc. Biol., Paris*, 1935, 120, 286-289.—Cobra venom has been used as an analgesic in the painful crises of malign tumors. The author studied this analgesic effect in determinations of the pain threshold of the skin of the hand, using electric stimuli. The intra-muscular or subcutaneous injection of the venom produces a marked decrease in pain sensitivity which may persist for several hours and is quite comparable to that produced by morphine.—*M. H. Piéron* (Sorbonne).

1326. **Mendiague de Tosi, M.** *Los sordos-mudos y el problema de su desmutización. Conclusión.* (Deaf mutes and the problem of their treatment. Conclusion.) *Arch. argent. Psicol. norm. pat.*, 1935, 2, 85-93.—Two methods of teaching deaf mutes (natural, artificial) are recognized. It is found that teaching pronunciation must be essentially artificial. This method is divided into two parts: (1) preparation for the word (mental, and preparation of organs of speech); and (2) teaching the word by the aid of special methods of articulation.—*R. M. Bellows* (U. S. E. S. Div. Standards and Research).

1327. **Neuhaus, W.** *Zur Theorie der Scheinbewegung.* (The theory of apparent movement.) *Ber. Kongr. dtsch. Ges. Psychol., Hamburg*, 1932, 12, 394-397.—*H. Beaumont* (Kentucky).

1328. **Pflugk, A. v.** *Neue Wege zur Erforschung der Lehre von der Akkommodation. III Mitteilung. Beitrag zur Kenntnis der Kammerwasserströmung.* (New methods for the investigation of accommodation. Third communication. Contribution to the knowledge of humoral currents.) *v. Graefes Arch. Ophthal.*, 1934, 131, 614-623.—A study of the currents in the aqueous humor by the cinematographic method.—*E. F. Kinder* (Letchworth Village).

1329. **Riddoch, F.** *Visual disorientation in homonymous half-fields.* *Brain*, 1935, 58, 376-382.—Defective visual space perception as a result of bilateral cerebral lesions has been described by several observers. The disturbance is characterized by an inability to localize seen objects in the three planes of space, especially to estimate absolute and relative distance. Two cases are reported in which a unilateral parietal lesion was followed by visual disorientation in the contralateral homonymous visual half-fields. The defect was unaccompanied by any limitation of the field of vision or any impairment of ocular movements.—*D. G. Marquis* (Oxford, England).

1330. **Rohracher, H.** *Das "Sehen mit dem Hinterkopf" und die Orientierung in der so gesehenen Welt.* ("Seeing with the back of one's head" and the orientation in an environment thus perceived.) *Ber. Kongr. dtsch. Ges. Psychol., Hamburg*, 1932, 12, 413-415.—By means of a "retroscope" subjects were able to see behind themselves, but the image was inverted. Of the 18 subjects, 12 saw everything "upside down" at first but had adjusted themselves to such an extent,

after periods ranging from 10 minutes to an hour, that the surroundings appeared "right side up." Two subjects reported no perceptual differences and four became aware of the inversion only after repeated questioning.—*H. Beaumont* (Kentucky).

1331. **Schley, O. H.** *Untersuchung über Geruchsschwellen.* (An investigation on olfactory thresholds.) *Berlin: Funk*, 1934. Pp. 28.—*R. R. W. Loughby* (Clark).

1332. **Sherif, M.** *A study of some social factors in perception.* *Arch. Psychol., N. Y.*, 1935, No. 187. Pp. 60.—This monograph reports a study of differential responses determined by social factors when the individuals face the same stimulus situation. Individuals of different cultures may react in widely different ways to the same stimulus situation; these differences are due to differences of subjective norms or frames of reference. In the range experiments the subjects estimated the extent of movement. When the objective scale was missing, the individual built up his own reference point or norm. When these individuals are later put in a group situation their points of reference converge toward a common norm. Stereotypes, fads, traditions, fashions, customs, and attitudes are psychologically cases of establishment of socially determined norms and values serving as frames of reference.—*E. M. Achilles* (Columbia).

1333. **Stiles, W. S., & Crawford, B. H.** *The liminal brightness increment for white light for different conditions of the foveal and parafoveal retina.* *Proc. roy. Soc.*, 1934, 116B, No. 796, 55-102.—(*Biol. Abstr.* IX: 15869).

1334. **Takano, K.** *Experimentelle Untersuchungen über die Vibrationsempfindungen.* (Experimental studies on vibratory sensation.) *Tohoku psychol. Folia*, 1933, 1, 135-150.—The subjects were about 200 deaf mutes. The experiments concerned the residual audition, the part of body sensitive to stimulation, the threshold of the sensation, and the recognition and discrimination of pitch, beat, timbre and tonal fusion.—*K. Takano* (Sendai).

1335. **Tatibana, Y.** *Neue experimentelle Untersuchungen über die Ausdehnung der Farben.* (Recent experimental studies on the spreading of colors.) *Tohoku psychol. Folia*, 1933, 1, 151-168.—*T. Chiba* (Sendai).

1336. **Towbin, B. G., Protopopow, B. W., & Urnischewskaja, W. S.** *Über die Wirkung des operativen Eingriffes in eines der beiden Augen auf den intraokularen Druck des anderen Auges.* (Concerning the effect of operative interference with one eye upon intraocular pressure of the other eye.) *v. Graefes Arch. Ophthal.*, 1934, 131, 554-585.—Part I (Towbin, Protopopow and Urnischewskaja): The history of the problem and clinical observations are presented. Data were secured from measurements of intraocular pressure, taken morning and evening, of 91 patients from the time of entrance into the clinic until discharge, also immediately before and following operation. In 58 of 91 observed cases, operation on one eye resulted in disturbances in the intraocular pressure of the other eye. The authors conclude from

their observations that the influence of operative interference with one eye upon the intraocular pressure of the other eye, as demonstrated by various research workers in animal experiments, can also be observed in the clinic. Part II (Towbin): The views concerning the "sympathetic" reaction of the intraocular pressure and the most important conclusions therefrom are given. The experimental work of various investigators is reviewed and the findings in the present study are considered.—*E. F. Kinder* (Letchworth Village).

1337. Verrier, M. L. *Recherches sur l'histo-physiologie de la rétine des vertébrés et le problème qu'elle soulève.* (Studies in the histophysiology of the vertebrate retina and the problem that it raises.) *Suppl. Bull. biol.*, 1935, pp. 140.—The eye, although an extremely complex organ, is not always adapted to its function. A bibliography of more than 300 titles.—*M. H. Piéron* (Sorbonne).

1338. Warburton, F. L. Recurrent vision with a moving stimulus of alternating intensity. *Brit. J. Ophthalmol.*, 1935, 19, 672-674.—The temporal course of the visual sensation produced by a brief stimulus has been observed by causing a bright image to travel across the retina in a circular path. Observations have been made with a stimulus of alternating intensity (lamp supplied with 50-cycle a.c.) and also with one of constant intensity (lamp run on batteries). Various speeds of traverse were used, and also varying intensities and conditions of dark adaptation. "All the phenomena observed receive a satisfactory explanation on the basis of the general form of the hypothesis usually adopted to account for the phenomena observed when a moving stimulus of constant intensity travels across the retina. They thus support the hypothesis that these phenomena are largely due to the temporal course of the sensation produced by a stimulus of short duration, although spatial induction may inhibit some part of the course of sensation. This latter factor would appear to act with alternating intensity, and so to be due to the whole of the bright part of sensation, and not merely to that in parts of the retina immediately adjacent to that where inhibition took place."—*R. J. Beitel, Jr.* (American Optical Company).

1339. Wellek, A. *Farbenharmonie und Farbenklavier.* (Color harmony and the color piano.) *Arch. ges. Psychol.*, 1935, 94, 348-375.—The author traces from earlier times the contributions to synesthesia, dwelling on the later analyses made by Newton, Kepler and others. Newton's analysis into the seven-tone spectrum comparable with the sound octave of seven intervals is held to be consistent. The more recent contributions of Castel in his color piano and the melody of colors of Erasmus Darwin are commented upon.—*A. B. Herrig* (Michigan Central State Teachers College).

1340. Wilson, J. A. *Ametropia and sex.* *Brit. J. Ophthalmol.*, 1935, 19, 613-614.—"In Lanarkshire during a period of eight years over 22,000 school children with defective vision were sent to the various treatment centres. Of these children 57.9% were girls. At one

of these treatment centres the cases were divided into two groups: (1) the hypermetropic astigmatism and (2) the myopia group, consisting of cases of myopia, myopic astigmatism, and mixed astigmatism. They were also arranged in age groups: (1) under seven years, (2) seven years to ten years, inclusive, and (3) eleven to fourteen years." The estimates are as follows: (1) Age group under seven years: 300 cases; ratio of hypermetropia to myopia, 8 to 1; number of boys equal to number of girls. (2) Age group seven to ten years: 800 cases; 4.6 cases of hypermetropia to 1 of myopia; girls, 55%. (3) Age group eleven to fourteen years: 1200 cases; 3 cases of hypermetropia to 1 of myopia; girls, 59%. (4) Higher grade pupils (15 to 17 years): 94 cases; 53 males and 41 females; hypermetropia to myopia ratio reaches parity. Selective influences at work in this group may explain these relative proportions. A previous study of the family histories of 1500 consecutive cases of myopia (of all ages) yielded the following: "It was observed that when a parent, father or mother, was myopic then that parent transmitted myopia to two girls for one boy. This is not always obvious in individual families, but it is obvious when families are taken collectively. These cases are not comparable with the school percentages, but nevertheless the school figures move steadily toward this ratio of two girls for one boy. Both sets of figures seem to be parts of one and the same process, namely the operation of a law of inheritance that does not become fully manifest till we reach adult life."—*R. J. Beitel, Jr.* (American Optical Company).

[See also abstracts 1349, 1358, 1362, 1407, 1415, 1420, 1430, 1434, 1465, 1531, 1598, 1599, 1756, 1772.]

FEELING AND EMOTION

1341. Chou, S. K., & Chen, H. P. General versus specific color preferences of Chinese students. *J. soc. Psychol.*, 1935, 6, 290-314.—The color preference of 541 middle school and college students in China was tested first by asking them for comparative judgments of nine color names, and then by asking them to choose the color they would prefer for each of 42 different objects. The paired comparisons judgments gave preference in order to white, blue, red, yellow, green, black, orange, violet and gray. This order differs considerably from any previously found, particularly in the position of the white. Comparison of the abstract judgments with the selection for particular objects, and the frequency of occurrence of the colors in Chinese prose and poetry, suggest the conclusion that such preferences depend on: color associations, objects in mind when the judgment is given, influence of tradition, and other abstract ideas which are often attached to the same words. There was found a high degree of correspondence between the color preferred for a class of objects and individual objects within that class. It is suggested that an analysis of factors influencing color preferences is more fruitful than the establishment of a single scale.—*E. B. Newman* (Swarthmore).

[See also abstracts 1616, 1739.]

ATTENTION, MEMORY AND THOUGHT

1342. Ach, N. *Das Kompensations- oder Produktionsprinzip der Identifikation.* (The principle of compensation or production in identification.) *Ber. Kongr. dtsh. Ges. Psychol., Hamburg, 1932, 12, 280-288.*—H. Beaumont (Kentucky).

1343. Brunswik, E. *Experimente über Kritik. Ein Beitrag zur Entwicklungspsychologie des Denkens.* (Experiments on criticism. A contribution to the developmental psychology of thinking.) *Ber. Kongr. dtsh. Ges. Psychol., Hamburg, 1932, 12, 300-305.*—H. Beaumont (Kentucky).

1344. Ebert, P. E. *Leistungssteigerung durch Gedächtniskunst.* (Increase in performance by means of memory culture.) Chemnitz: Pickenhahn, 1935. Pp. 80. RM. 1.50.—R. R. Willoughby (Clark).

1345. Evergetova, E. N. [The attention changes in psychoneurotic children.] *Nov. Psikhonevrol. Det. Vozr., 1935, 115-128.*—The investigation of the psychic and motor attention has been carried out by the methods of Kraepelin, Bourdon, and Piorkovski. The cycloid group of children showed good motor attention and a decrease of psychic attention. The schizoid neuropaths showed an inhibited tempo in motor processes and a low coefficient in the Bourdon test. The constitutional neuropaths have shown a low motor and psychic attention. Neurasthenics give a decrease in psychic attention only. The organic diseases (residual post-encephalitis, etc.) show a quick exhaustion of attention.—A. Yarmolenko (Leningrad).

1346. Garcia, D. *Algunas reflexiones sobre la proposición y el simbolismo lógico elemental.* (Reflections on the proposition and elementary logical symbolism.) *Rev. Psicol. Pedag., 1935, 3, 140-159.*—A chapter from the author's *General Introduction to Logic.*—M. E. Morse (Baltimore).

1347. Morgan, C. D., & Murray, H. H. *A method for investigating fantasies: the thematic apperception test.* *Arch. Neurol. Psychiat., Chicago, 1935, 34, 289-306.*—Description of a test in which the subject is asked to construct an imaginary story on the basis of each of a series of pictures. The results, analyzed in relation to the data obtained in subsequent interviews with the subjects, suggest that the test is an effective means of disclosing a person's unrecognized fantasies. The test may be useful as a preanalytic procedure or as an aid in brief analytic interviews.—D. G. Marquis (Oxford, England).

1348. Ohwaki, Y., Kaiwa, T., & Kaketa, K. *Psychologisch-medizinische Untersuchung der eidetischen Anlage japanischer Jugendlicher.* (Psychomedical investigation on the eidetic disposition among Japanese children.) *Tohoku psychol. Folia, 1934, 2, 57-128.*—Among 195 children 9 to 14 years old in Sendai, a city of northeast Japan, the authors found, according to the Marburg method, 73.4% of eidetic individuals. 9 higher grade eidetic children were further examined individually to determine the type of their eidetic imagery, their temperament, character, and constitution. The resulting correlation affirms on

the whole the diagnostic value of eidetic imagery for personality.—Y. Ohwaki (Sendai).

1349. Parker, S., & Schilder, P. *Acoustic imagination and acoustic hallucination.* *Arch. Neurol. Psychiat., Chicago, 1935, 34, 744-757.*—The nature and properties of voluntarily produced auditory images were studied in normal subjects. Auditory hallucinations in persons with alcoholism have essentially the same structure as imagination, although without the concomitant motor activity of the throat. Schizophrenic auditory hallucinations are of a different type, with less sensory quality and more symbolic and motor elements.—D. G. Marquis (Oxford, England).

1350. Pyle, W. H. *An experimental study of the development of certain aspects of reasoning.* *J. educ. Psychol., 1935, 26, 539-546.*—With an eye to the proper placement of curricular material, the author administered a group of 10 arithmetical reasoning problems to children of the 3rd to 12th grades, and the problems were scaled according to the grade level at which 75% of the children gave correct answers. A second study involved administering multiple-choice tests on problems involved in 5 reading selections given to children of the 3rd to 8th grades, and the scaling of the reading selections in terms of difficulty. It is concluded that the problems involving reasoning found in standard arithmetics in the elementary grades are too difficult, and that the proper placement of literary selections in the curriculum depends more on the difficulty of the interpretation of the thought than on the vocabulary used. Curves for the relation between grade and reasoning ability are presented.—A. W. Melton (Missouri).

1351. Smith, M. E. *Delayed recall of previously memorized material after twenty years.* *J. gen. Psychol., 1935, 47, 477-481.*—The 107 answers to questions in the Westminster Shorter Catechism, which had been memorized between the 8th and 14th birthdays, one per Sunday with meanings explained and with periodic reviews, were attempted after twenty years of no practice. 50% were recalled perfectly and only 8% required considerable prompting. Analysis of the various answers brought out the importance of repetition in the original learning, of repeating the same words in question and answer, and pleasantness of connotation.—J. F. Dashiell (North Carolina).

1352. Snugg, D. *The relative difficulty of mechanically equivalent tasks: I. Human learning.* *J. gen. Psychol., 1935, 47, 299-320.*—Five sets of experiments were used to test the relative rates of learning to do two or more tasks that were equivalent in number of units and other purely mechanical details, but different in the way they were phenomenologically experienced by the learner: (1) naming opposites, easy, hard, and special; (2) nonsense syllables that could and could not be grouped into a poem; (3) number completions based on various principles; (4) and (5) geometrical figure checking of certain figures that could be grouped under simpler and more complex formulations. In each experiment, the difference

in difficulty between two tasks mechanically equivalent corresponded to the difference in the way they were experienced; the rate of work varied with the simplicity of the principle required for performance.—*J. F. Dashiell* (North Carolina).

1353. Stirparo, M. Algo sobre atención en psicología. (On attention in psychology.) *Arch. argent. Psicol. norm. pat.*, 1935, 2, 65-68.—There are four fundamental characteristic properties of psychic processes: intensity; affectivity; objectification; and affinity. Intensity of process most readily lends itself to quantification. It may be examined by measures of attention. One such measure (figure checking) is described.—*R. M. Bellows* (U. S. E. S. Div. Standards and Research).

1354. Susukita, T. Untersuchung eines ausserordentlichen Gedächtnisses in Japan. (A study of extraordinary memory in Japan.) *Tohoku psychol. Folia*, 1933, 1, 111-134.—A study of the phenomenal memory of S. Isihara. His memory for figures is superior to that of any previously reported subject (Inaudi, Diamandi, Arnould, Ruckle). Conclusions: (1) imageless thought plays an important part in his mnemonics, especially in plastic complexes; (2) forgetting may not be the complete loss of the memory residue; (3) success or failure in reproduction probably depends upon the subjective attitude.—*T. Susukita* (Sendai).

1355. Witmer, L. R. The association value of three-place consonant syllables. *J. genet. Psychol.*, 1935, 47, 337-360.—A list of 4534 three-letter combinations formed out of 19 consonants was presented in a memory apparatus to 24 subjects, who were instructed to spell out the letters and then to state what the letters suggested to them, if anything. In the total frequency of associations reported, the items on this list showed a much more limited distribution than did Glaze's nonsense syllables, also a much lower mean frequency. There were more associations to two than to three of the letters. Advantages in the use of this list—which is furnished in the article—over nonsense syllables include: a greater number of available items, less meaningfulness, less repetition of letters in a series of items, no vowel-consonant difference within an item.—*J. F. Dashiell* (North Carolina).

[See also abstracts 1399, 1615.]

NERVOUS SYSTEM

1356. Adrian, E. D., & Yamagiwa, K. The origin of the Berger rhythm. *Brain*, 1935, 58, 323-351.—The site of origin of the rhythmic potential variations in the human scalp (Berger rhythm) was determined by recording simultaneously with three or four pairs of electrodes at different points on the head. It was found that the potential change reached a maximum in the occipital region, and no clear evidence of waves originating in other regions of the cortex was found. The focus of activity moved about in an area extending about two inches laterally and upwards from theinion. Attempts to influence the position of the focus by induced activity of other regions of the brain were

mainly unsuccessful.—*D. G. Marquis* (Oxford, England).

1357. Anokhin, P. K. Unity of centers and periphery in the physiology of nervous activity. *Rep. int. physiol. Congr., Moscow*, 1935, 9-10.—By anastomosis of the vagus and radialis in a dog a relationship was created (1) between the center of the vagus and the skin of the front paw (afferent path), and (2) between the center of the vagus and the muscles of the same paw (efferent path). Coughing, hoarse gasping, and vomiting could be brought about by scratching the skin, while every breath and every swallowing movement would evoke contraction of the muscles of the front paw. "Relearning" after anastomosis, leading to adequate functioning of centers and periphery, requires up to three years or more, and is impossible in certain cases. The study has been extended to operational changes of anatomical relations in the brain of the guinea pig during early embryonic stages, with subsequent observation of the behavior of the newborn. In such cases it is found "that a nerve center can function normally even after these anatomical changes—on condition, however, that it is subjected to the action of a definitely organized system of peripheral impulses." The author considers that the investigation offers sufficient evidence "that every functional unit, and even every isolated reflex, is developed in early ontogenesis by repeated coincidence of two simultaneous processes of excitation, i.e., according to the principle of conditioned reflexes. Their further automatization and 'unconditioning' depends on the constancy of their system of afferent signals (the anatomical principle)."—*D. P. Boder* (Lewis Institute).

1358. Archangelski, W. N. Die Rolle des autonomen Nervensystems in den retinomotorischen Phänomenen bei Säugetieren. (The role of the autonomic nervous system in retinomotor phenomena of mammals.) *Rep. int. physiol. Congr., Moscow*, 1935, 11-12.—In corroboration of the work of other investigators the authors find that the retinomotor processes (wandering of pigment, change in shape of rods and cones) can be influenced by stimulation of the sympathetic supply, which will also produce a change in the chemical conditions of the retina, as proved by the change of response to histological stains of the neuroepithelial tissues on the stimulated side. The consequences of such stimulation via the sympathetic system are not always the same, but depend upon conditions of the retina at the moment of the experiment.—*D. P. Boder* (Lewis Institute).

1359. Babski, E., & Anaschkin, N. Humoral einflüsse bei Reizung des Zentralnervensystems. (Humoral phenomena in consequence of stimulation of the central nervous system.) *Rep. int. physiol. Congr., Moscow*, 1935, 15.—If the brain is stimulated to the extent of arousing convulsions, substances are formed in the brain tissues which when entering the circulation produce changes in the reflex activities of the spinal cord. Stimulation of the brain in an animal with complete transection of the cord and the vagus at the level of the upper cervical vertebra leads to

an increase of reflex activity of the spinal cord with modification of phenomena of reciprocal inhibition. Similar changes are observed after the injection of fresh extracts from the brain taken from animals in a state of convulsion. The infusion of such extracts in the circulation of a normal dog leads to convulsive states akin to epilepsy. Blood samples taken from animals with severance of cord and vagus after violent brain stimulation produce excessive contraction in the isolated heart.—*D. P. Boder* (Lewis Institute).

1360. Bourguignon, G. *La chronaxie dans le mouvement volontaire et dans la douleur chez l'homme normal. Chronaxie statique et chronaxie dynamique.* (Chronaxy in voluntary movements and in pain in normal man. Static and dynamic chronaxy.) *C. R. Acad. Sci., Paris*, 1935, 201, 487-490.—Although the voluntary contraction of the anterior muscles involves little or no variation in the chronaxy of the posterior muscles, the voluntary contraction of the posterior muscles always involves a 100% increase in the chronaxy of the anterior ones. Furthermore, each position which arouses pain leads to a 100% increase in the chronaxy of all muscles in the pain segment. The variations of chronaxy in pain and voluntary movement are observed only upon the muscle and its motor point but not upon the extra-muscular nerve. There is thus a static chronaxy of organs in repose and a dynamic chronaxy which organs acquire in the course of the voluntary or reflex functioning of the nervous system or during certain states like fatigue or sleep.—*M. H. Piéron* (Sorbonne).

1361. Denisova, M. P., Panteleeva, O. G., & Figurin, N. L. [Some data concerning the galvanic irritability of nerves in children.] *Sovetsk. Pediat.*, 1935, No. 7, 23-29.—*A. Yarmolenko* (Leningrad).

1362. Dusser de Barenne, J. G. *Central levels of sensory integration.* *Arch. Neurol. Psychiat., Chicago*, 1935, 34, 768-776.—Review of present knowledge of the sensory functions of the thalamus and cortex.—*D. G. Marquis* (Oxford, England).

1363. Fulton, J. F., & Jacobsen, C. F. [The functions of the frontal lobes of the brain. A comparative study of apes, monkeys and man.] *Fiziol. Zh. U. S. S. R.*, 1935, 19, 359-370.—The electrical sensitivity and results of general and partial removal of the frontal lobes were investigated in apes and monkeys. Before the operation the animal was trained in the problem box, delayed reactions, etc. The post-operative changes in motor functions and the "intellectual status" were observed from one to four years. The sensory-motor habits were not lost, and new ones could be formed. Memory defects were not defects of the intellect, but a specific decrease of actual or reproductive memory. Disorders of behavior connected with lesions of the frontal lobes cannot be determined by general cortical lesions, so the authors infer a specific role for the frontal lobes.—*A. Yarmolenko* (Leningrad).

1364. Kahn, J., & Chekoun, L. *Dégagement d'ammoniaque par le cerveau suivant l'état d'excitation naturelle.* (The liberation of ammonia by the

brain following a state of natural excitation.) *C. R. Acad. Sci., Paris*, 1935, 201, 505-506.—*M. H. Piéron* (Sorbonne).

1365. Kappers, C. U. A. *La corrélation entre le procès de conduction et la croissance du nerf.* (The correlation between the conduction process and nerve growth.) In *Vol. Jubilaire en l'honneur G. Marinesco*. Bucarest: Soc. Roumaine de Neurol. Psychiat. Endocrin., 1933. Pp. 353-378.—(*Biol. Abstr.* IX: 15875).

1366. Lanier, L. H., Carney, H. M., & Wilson, W. D. *Cutaneous innervation: an experimental study.* *Arch. Neurol. Psychiat., Chicago*, 1935, 34, 1-60.—Cutaneous sensitivity was studied in three subjects following denervation by injection of alcohol into various branches of the medial and lateral antebrachial cutaneous nerves in the forearm. Head's hypothesis of protopathic and epicritic systems of fibers in cutaneous nerves is not substantiated. Neither the phenomena of sensory dissociation nor the patterns of changes in sensitivity occurring in intermediate and in recovering areas can be explained by this theory. The sensory dissociations observed point to the existence of four types of anatomic mechanisms underlying cutaneous sensitivity (pain, touch, warmth, cold) which can probably be related to groups of nerve fibers of different diameter. The measurements of thresholds indicate that the threshold for sensation, in contrast to the threshold of peripheral nerve fibers, varies somewhat directly with the mass of nerve fibers present in a given area of skin. This principle of mass innervation is used to account for the observed topographical and temporal dissociations of sensitivity. The peculiar hyperesthetic overreaction seen in the intermediate zone and during regeneration is explained in terms of local changes in the nerves or nerve endings secondary to degeneration and regeneration, and resulting in an increased frequency of discharge.—*D. G. Marquis* (Oxford, England).

1367. Lorente de Nô, R. *The electrical excitability of the motoneurons.* *J. cell. comp. Physiol.*, 1935, 7, 47-71.—*F* electrodes were placed on the floor of the fourth ventricle to set up impulses on paths connected with motoneurons to the eye muscles. The responses of the eye muscles were recorded by a cathode ray oscillograph. Other positions for electrodes were in the superior colliculus (2) and below these near the base of the brain. The soma of the motoneurone, body and dendrites with synaptic surfaces, is electrically excitable and has a lower threshold than the axon. Both soma and axon have the same electric properties. The nerve impulse sets up an impulse after a synaptic delay of 0.7 σ , but there is no delay with an induction shock stimulus. The results are discussed with regard to possible chemical mediators and to conduction over the synapse.—*O. W. Richards* (Yale).

1368. Mogendovich, M. [On the problem of the pathophysiology of higher nervous action in man.] *Sovetsk. Psikhonevrol.*, 1934, No. 3, 125-130.—The author critically analyzes the attempt to substitute

for psychiatry the pathophysiology of higher nervous action made by one of Pavlov's students. The author thinks the statement of the problem wrong, and in consequence of a detailed analysis he points out the true principles, which are to be found in the basis of the pathophysiology of higher nervous action, viz.: (1) the pathophysiology of the brain cannot rest on the reflex scheme only; (2) the doctrine of the conditional reflex must be therefore only a part of the physiology and pathophysiology of the human brain. (3) physiology, particularly the pathophysiology of higher nervous action, is the domain of the principal nervous processes, functional structures, and all those unknown physiological and pathological processes which are the basis of the psychical life of man, healthy or unhealthy; (4) there are, however, no grounds to think that in this way all the psychical diseases will be discovered, definitively explained and cured. It is an important and valuable way, but if relied upon alone it can lead to a loss. For, after all, these physiological and pathological processes cannot reflect qualitatively all the variety of the social influences, and of the psychical processes produced by them, which take place in the life of an ordinary person.—G. Ivanitski (Leningrad).

1369. Prosser, C. L. Action potentials in the nervous system of the crayfish. V. Temporal relations in presynaptic and postsynaptic responses. *J. cell. comp. Physiol.*, 1935, 7, 95-111.—Two methods of measurement give conduction velocities along the ventral nerve cord of the crayfish of 3-10 meters per second; this is composed of total time per segment of 4-5.5 σ and delay in the inter-ganglionic commissure of 0.5-1.0 σ ; the ganglionic delay is 3.5-4.5 σ . A few fibers pass through each ganglion except the sixth with no delay. The excitation time at the caudal sensory hairs was 0.5-1.5 σ . The afferent response adapts at a steady rate during repetitive stimulation and fails to synchronize at frequencies above 100 per second. The non-functional recovery periods and the relative recovery periods, both afferent and efferent, were measured. Excitation time is correlated with fiber attenuation. Adaptation and equilibration may be due to a similar mechanism, and a relative recovery period in an integrated response from a center measures the recovery of the discharging units in the center from an absolutely unrecovered state.—O. W. Richards (Yale).

1370. Regnier, J., & Quevauviller, A. Des variations concomitantes de la chronaxie et de l'excitabilité nerveuse sous une influence pharmacodynamique (action sur le nerf moteur de *Rana esculenta* de la cocaïne et de ses succédanés). (Concomitant variations in chronaxy and nervous excitability under pharmacodynamic influence: the action on the motor nerve of *Rana esculenta* of cocaine and its substitutes.) *C. R. Acad. Sci., Paris*, 1935, 201, 912-914.—Cocaine, as well as most of its substitutes, acts upon the nerve trunk by producing first a regular lowering of the chronaxy, then a stabilization, and finally a return to the original value. The authors tried to measure comparatively the activity of various local anesthetics,

using as a standard of comparison the percentages of the maximum drop in the chronaxy.—M. H. Piéron (Sorbonne).

1371. Roger, G. H., & Binet, L. *Traité de physiologie normale et pathologique. Tome X, physiologie nerveuse.* (Treatise on normal and pathological physiology. Volume 10, Nervous physiology.) Paris: Masson, 1935. Pp. 981; 598. 250 fr.—In addition to chapters dealing with the central and sympathetic nervous systems are the following: Normal and pathological physiology of the cranial nerves, 322 pages, by R. Garcin. Physiology of the skin, 72 pages, by G. Milian. The sense of touch, 178 pages, by H. Piéron. Articulate language and the verbal function, 122 pages, by J. Froment. Audition, 55 pages, by A. Hautant and R. Caussé. Vision, the optical properties of the eye, 48 pages, by A. Strohl. Vision, the physiology of the ocular globe, 66 pages, by E. Velter. Taste, 17 pages, by A. and B. Chau-chard. Odor, 16 pages, by F. Lemaitre.—M. H. Piéron (Sorbonne).

1372. Rose, M. Cajal como uno de los fundadores de la doctrina localizatoria de la corteza cerebral. (Cajal as one of the founders of the doctrine of localization of the cerebral cortex.) *Arch. Neurobiol.*, 1934, 14, 865-872.—Cajal localized diverse functions in the visual cortex (Brodman's architectonics are compared to those of Cajal), the motor cortex, and the olfactory cortex (publications 1900 to 1903). His conclusions concerning the locus of function were arrived at by comparative and genetic neurohistological researches.—R. M. Bellows (U. S. E. S. Div. Standards and Research).

1373. Roussy, G., & Mosinger, M. *Processus de sécrétion neuronale dans les noyaux végétatifs de l'hypothalamus chez l'homme.* (The process of neurone secretion in the vegetative centers of the human hypothalamus.) *C. R. Soc. Biol., Paris*, 1934, 115, 1143-1145.—Nervous functioning seems to free active principles both at the periphery and in the neural centers.—M. H. Piéron (Sorbonne).

1374. Schaeffer, C. *La doctrina de las neuronas desde el punto de vista de la Cajal.* (The doctrine of the neurones from the point of view of Cajal.) *Arch. Neurobiol.*, 1934, 14, 879-881.—Infirmities of the nervous system are divided into two groups, endogenous and exogenous. These are clearly differentiated histologically.—R. M. Bellows (U. S. E. S. Div. Standards and Research).

1375. Volborth, G. V. [Physiological changes of the work ability of the brain hemispheres.] *Fiziol. Zh. U. S. S. R.*, 1935, 19, 351-358.—The work ability of the nerve elements conducting the conditioned impulses can be increased or decreased depending on the tasks given to these nerve elements. Reinforcements given after the formation of conditioned reflexes increase not the reflex, but the work ability of the nerve elements.—A. Yarmolenko (Leningrad).

1376. Weiss, P. *Versuche über die Wirkung der operativen Einleitung motorischer Nerven in das Rückenmark.* (Parabioseversuche an Kröten.) (Re-

searches on the effect of operative introduction of motor nerves into the spinal cord. Parabiosis experiments on toads.) *Arb. ung. biol. Forsch.-Inst.*, 1932, 5, 131-138.—(*Biol. Abstr.* IX: 15930).

1377. Woollard, H. H. Observations on the terminations of cutaneous nerves. *Brain*, 1935, 58, 352-367.—Repeated examination of a small area of skin on the outer surface of the thigh revealed five touch spots, three cold spots and four pain spots. After marking these points, five successive thin slices of skin were removed, with sensory re-examination after each cut. The skin slices were studied histologically and the findings correlated with the absence or presence of sensitivity of each spot. The results furnish additional evidence for the punctate theory of sensation, in that the successive slices show at each section spots from which a special sensation can be elicited. After regeneration the spots recur in the same position. So long as the ending is present its special receptor quality can be elicited, but when the ending is cut away the nerve fiber cannot be aroused by the original stimulus even when this is intensified. Evidence is presented to show that the pain spots correspond to finely branching beaded nerve fibers distributed through the inner two-thirds of the epidermis; that cold spots correspond to a special unencapsulated subepidermal ending; that touch spots correspond to hair follicles.—D. G. Marquis (Oxford, England).

[See also abstracts 1379, 1380, 1383, 1413, 1416, 1421, 1425, 1427.]

MOTOR PHENOMENA AND ACTION

1378. Ajrapetjan, E., & Balakschina, W. Die Möglichkeit gekoppelter Hemmungen auf Grund des Humoral-systems. (The possibility of associated inhibitions on the humoral system.) *Rep. int. physiol. Congr., Moscow*, 1935, 4-5.—By an operative method (Orbeli) the ureters of two dogs were led out of the body for a direct study of kidney function. In one animal one of the kidneys was also denervated. Introduction of 700 cc. of water per rectum increases diuresis from 2 to 2½ times for the next two hours. The increased rectal pressure acts as an "indifferent stimulus" increasing the action in another, at present "dominant" pathway. With dogs which were not permitted to defecate before the experiment, i.e. with animals with rectums relatively filled by feces, the infusion of water per rectum increased diuresis only slightly and only for the next 30 minutes. Then the production of urine rapidly fell below par and soon came to a standstill in both normal and denervated kidneys. The dog that so far showed great tolerance to the experimental procedure became restless and unmanageable until released for defecation. After that the excitement subsided and the diuresis in response to water infusion per rectum could again be observed. When the infusion was associated with trumpet sounds or metronome beats a conditioned diuresis could be obtained, which also was inhibited in both kidneys if the animal was not permitted to defecate before the experiment. However, when the

infundibulum of the hypophysis was ligated, the conditioned inhibition took place only from the normal kidney, while the diuresis from the denervated one continued. The authors conclude that a conditioned shift of the dominant from one neurovisceral region to the other is possible even if the conditioned inhibition implies a humoral mechanism. By a dominant (Ukhtomsky) is meant a condition in an active pathway A that will produce inhibition in another pathway B and reinforcement of activity in A due to stimulation of B.—D. P. Boder (Lewis Institute).

1379. Andreyev, L. A. Functional changes in the brain of the dog after reduction of the cerebral blood supply. II. Disturbances of conditioned reflexes after ligation of arteries. *Arch. Neurol. Psychiat.*, Chicago, 1935, 34, 699-713.—Simultaneous ligation of both common carotid and vertebral arteries in dogs produces functional disturbances of higher nervous activity, from which recovery may take place as collateral circulation is established. The immediate effect is a complete disappearance of previously formed conditioned reflexes. Although simple conditioning and differentiation may eventually be completely restored, the more delicate functions (fine discriminations, long delayed conditioned reflexes) may be permanently eliminated.—D. G. Marquis (Oxford, England).

1380. Bacq, Z. M. Double process of smooth muscle response to sympathetic nerve stimuli. *Rep. int. physiol. Congr., Moscow*, 1935, 16-17.—Experiments with piperidipomethyl benzodioxane (Fourneau) which inhibits the action of adrenaline on smooth muscle without affecting the action of sympathetic stimuli, have led Monnier and Bacq to conclude "that it is possible to conceive the coexistence of the two processes of transmission actually postulated: chemical transmission (Loewi, Dale, Cannon) and electric transmission, the action potential of the postganglionic fibre acting as a stimulus on the smooth muscle cell."—D. P. Boder (Lewis Institute).

1381. Barcroft, J., & Barron, D. H. The initiation of respiration at birth. *Rep. int. Physiol. Congr., Moscow*, 1935, 21-22.—Sheep embryos (whose period of full gestation is 147 days), studied in saline solution while remaining attached to the mother by the umbilical cord, show the first diaphragmatic movements at 39 days. At 80 days spontaneous gasping rhythms cease but can be evoked by pinching the umbilical cord. The time between such a pinch and onset of the gasping varies with the advance of pregnancy, being immediate at 80 days, 10 seconds at 101 days, 63 seconds at 120 days, and 138 seconds at 138 days. At term the first breath is caused by oxygen want. Injection of hydroxylamine into the umbilical vessel, which turns hemoglobin into methemoglobin, has the same effect as pinching. Such respiration can be abolished by subsequent injection of blood from the mother.—D. P. Boder (Lewis Institute).

1382. Barré, J. A. Pulsation post-rotatoire du corps et contre-rotation des yeux. (Post-rotational vibration of the body and counter-rotation of the

eyes.) *Rev. neurol.*, 1935, 63, 46-51.—With certain subjects having bilateral peripheral otopathies, one may observe a marked diminution or even an abolition of the duration of the post-rotational vibration of the body and of the compensatory eye movements. This supports the theory that the two types of reaction depend either upon a common center or upon neighboring centers. The author believes that the two reactions depend upon the activities of the otoliths and that therefore studies of the reactions furnish a means of determining the state of otolith function.—*M. H. Piéron* (Sorbonne).

1383. Barré, J. A., & Charbonnel, A. *Etude clinique et instrumentale d'un type de troubles vestibulaires de cause centrale: sa ressemblance avec les troubles vestibulaires consécutifs à l'ablation expérimentale d'un hémisphère cérébral.* (Clinical and instrumental study of a type of central vestibular disorder: its resemblance to vestibular disorders resulting from the experimental ablation of a cerebral hemisphere.) *Rev. neurol.*, 1935, 63, 51-55.—A case is described of a 22-year-old man, with no previous pathology, who presented vestibular reactions whose peculiarity lay in the discordance of the results in several tests. No other symptom was present. There was no spontaneous nystagmus. Rotation and caloric tests, whether applied to the right or the left side, aroused only a right nystagmus. The slow nystagmic movement was always on the same side as the deviation of arm and body. The authors believe themselves able to localize the required lesion in the central paths of the vestibular apparatus. The case seems to justify Bard's idea that there is a chiasma of the central vestibular paths.—*M. H. Piéron* (Sorbonne).

1384. Braitzewa, L. J. [Physiological study of lifting weights by different methods.] *Gig. Bezopas. Trud.*, 1933, 5-6, 32-37.—Oxygen consumption when lifting weights with the arm extended, on the shoulder, or on the back show that the last is most efficient from the standpoint of oxygen consumption. This is attributed to the use of the more usual muscles.—*H. E. Burt* (Ohio State).

1385. Dennis, W. A psychologic interpretation of the persistence of the so-called Moro reflex. *Amer. J. Dis. Child.*, 1935, 50, 888-893.—The response is a quick spreading of the arms on appropriate stimulation. Its persistence is considered by some authors to be a pathologic sign; it is here suggested that the persistence may be due to mental arrest. Older normal children are conditioned to contacts in their ordinary experiences and so can inhibit the response; feeble-minded children do not condition so readily, and so learn to inhibit the response at a later age. Observations of the reflex in two fifteen-months-old twins are reported. The Moro reflex can be used to classify intelligence of infants, but in itself is an inadequate measure for the purpose.—*R. Goldman* (Clark).

1386. Düker, H. *Willenspsychologische Untersuchungen an Schülern.* (Investigations of the psychology of volition in school children.) *Ber. Kongr. dtsh. Ges. Psychol.*, Hamburg, 1932, 12, 314-318.—*H. Beaumont* (Kentucky).

1387. Düker, H. *Experimentelle Untersuchungen zur Theorie der fortlaufenden Handlung.* (Experimental investigations concerning a theory of continuous activity.) *Ber. Kongr. dtsh. Ges. Psychol.*, Leipzig, 1934, 13, 125-126.—*H. Beaumont* (Kentucky).

1388. Fessard, A. *Sur l'activité periodique de certains systèmes vivants.* (Concerning the periodic activity of certain living systems.) *Bull. Soc. philom.*, Paris, 1934, 117, 136-142.—This is a summary of a collection of researches which tend to support the notion of a profound similarity between the modes of rhythmic activity which are essentially characteristic of living matter.—*M. H. Piéron* (Sorbonne).

1389. Giese, F. *Bewusstseinsinhalt und Wärmeströmung am menschlichen Körper.* (The content of consciousness and heat radiation of the human body.) *Ber. Kongr. dtsh. Ges. Psychol.*, Leipzig, 1934, 13, 133-134.—*H. Beaumont* (Kentucky).

1390. Ivanov-Smolenski, A. G. [Experimental investigation of the highest nervous activity in children.] *Fiziol. Zh. U. S. S. R.*, 1935, 19, 133-140.—Experimental investigation of conditioned reflexes in children was carried out by different methods which can be divided into two groups: the A-group contains conditioned reactions with the effector part of hereditary genesis; the B-group includes the effector movements acquired in ontogenesis, the so-called "spontaneous or psychic movements." It was stated that the ontogenetic evolution of cortical dynamics proceeds from diffuse forms of excitation to selective ones. The diffuse irradiation leaves its place to the selective irradiation in the simple and complex dynamic structures. The primary generalization is replaced by the cortical analysis and synthesis. The place of the speech area increases with age. The conditioned connections can include the vegetative nervous activity.—*A. Yarmolenko* (Leningrad).

1391. Katz, D. *Hunger und Appetit.* (Hunger and appetite.) *Ber. Kongr. dtsh. Ges. Psychol.*, Hamburg, 1932, 12, 255-276.—The theory of avidity, developed in this study, considers as the basis of appetite the needs of the organism. The physiological necessity of obtaining albumin, carbohydrates and fats directs the appetite in a qualitative and quantitative sense towards these foodstuffs. Because of reserve supplies of these essentials in the organism this principle cannot be expected to operate for each individual meal. The theory of avidity also explains why appetite must change, either permanently or temporarily, because of geographic and climatic conditions.—*H. Beaumont* (Kentucky).

1392. Kekcheev, K. H. [The role of proprioception in the working process.] *Fiziol. Zh. U. S. S. R.*, 1935, 19, 167-172.—The role of proprioception was investigated by four methods, the first of them being based on the definition of effort thresholds and space size. The other three methods allowed the evaluation of proprioception by the exactness of movements. It is stated that in secondary, automatized movements proprioception plays the leading role.—*A. Yarmolenko* (Leningrad).

1393. Kern, H. *Das Ausdrucksproblem in der Geschichte und Gegenwart.* (The problem of expression in the present and past.) *Industr. Psychotech.*, 1935, 12, 280-287.—Review of mind-body views shows the fruitlessness of this approach to the problem of expression. The "organism-in-totality" view is considered a less barren point of departure. Ludwig Klages has shown the value of the relation of physiognomic characteristics to behavioral types. Racial knowledge is transformed by the science of expression.—R. M. Bellows (U. S. E. S. Div. Standards and Research).

1394. Kronfeld, A. *Ueber physiognomische Ähnlichkeiten.* (Physiognomic similarities.) *Probl. Psichiat. Psichopat.*, 1935, 35-43.—Kronfeld puts the question: what dominates in the expression of the face—the hereditary constitution or the developmental and social differentiation of the past life? He finds that similarity of occupation and of interests, habits and lingering tendencies, produce a similarity of physiognomic traits, as a result of structural determination by functions of the life aim.—A. Yarmolenko (Leningrad).

1395. Krout, M. H. *The social and psychological significance of gestures (a differential analysis).* *J. genet. Psychol.*, 1935, 47, 385-412.—A theoretical discussion of the gesture, defined as an abrupt and quick change in the spatial adjustment of the organism, found in prenatal, infantile, preconventional, and conventional behavior, and classified into non-social, conventional, pseudo-conventional, and autistic gestures. Interpretation of gestures at various levels is related to the problem of differentiation versus total movement patterns; and the role of conflict in their genesis is recognized.—J. F. Dashiell (North Carolina).

1396. Kuilman, J. *Nystagmographie während der Drehung.* (Nystagmography during rotation.) *Z. Hals- Nas- u. Ohrenheilk.*, 1933, 35, 85-107.—(*Biol. Abstr.* IX: 15858).

1397. Kupper, J. *Anlernzeit und Gesetzmässigkeit des Uebungsanstieges.* (Learning time and regularity of practice.) *Industr. Psychotech.*, 1935, 12, 257-264.—It is shown that gradual learning as a result of regular practice underlies industrial proficiency and that there exists a possibility of comprehending this relation mathematically.—R. M. Bellows (U. S. E. S. Div. Standards and Research).

1398. Lentz, A. K. *Les réflexes conditionnels salivaires chez l'homme sain et aliéné et leur rapprochement avec les données de la conscience (données expérimentales).* (Conditioned salivary reflexes in normal and insane man and their comparison with the facts of consciousness; experimental facts.) *Encéphale*, 1935, 30, 381-393.—The laws of higher nervous activity demonstrated on dogs by Pavlov are with some modifications applicable to man. In man the reflexes are more stable and develop more rapidly. The present experiments were made on normal subjects and on subjects with epileptic dementia, general paralysis, schizophrenia, and oligophrenia. The results show that mental plasticity

contrasts with the relative fixity and inertia of conditioned reflexes. It is an error to believe that to conceive of a conditioned reflex and to react to a conditioned stimulus with a salivary secretion are two analogous things. There is an influence of the psychic upon the rapidity and stability of the conditioned reflex. Conscious processes represent a cerebral activity, primarily cortical; conditioned salivary reflexes develop partly in the cortex and represent a form of cerebral dynamism more primitive and autonomous than is the case in conscious processes. A bibliography of 21 titles.—M. H. Piéron (Sorbonne).

1399. Leotard, G. *L'intelligence et les formes extérieures du corps.* (Intelligence and the external form of the body.) Paris: Alcan, 1934. Pp. 160. 20 fr.—M. H. Piéron (Sorbonne).

1400. Lewin, K. *Ersatzhandlung und Ersatzbefriedigung.* (Substitute activities and satisfactions.) *Ber. Kongr. dtsh. Ges. Psychol.*, Hamburg, 1932, 12, 382-384.—H. Beaumont (Kentucky).

1401. Marks, E. S. *Individual differences in work curves.* *Arch. Psychol.*, N. Y., 1935, No. 186. Pp. 60.—Two records of work on the spring ergograph were obtained from each of 164 subjects. Work rate, change in rate, contraction height, change in contraction height, irregularity of the curve, and failure to relax after pulls on the spring were recorded. The correlations between the two measures obtained from each subject range from .555 to .790. The shape of the curve does not seem to be consistent for a given individual. In general the shape of the curve of work on the spring ergograph is concave. In the weight ergograph a decrease to a point of complete decrement usually occurs. Intercorrelations of the measures of the work curve and analysis of the shape of their distributions indicate that individuals differ in their modes of response to the task. Some subjects spontaneously assume an attitude emphasizing the maintenance of a high rate of speed. Analysis of the frequency distributions of the measures of the work curve suggests the possibility of tracing the effect of discontinuous causal factors in a continuous distribution of measures.—E. M. Achilles (Columbia).

1402. Michaels, J. J., & Goodman, S. E. *Left-handedness: intercorrelations with enuresis and other related factors in so-called normal children.* *Arch. Neurol. Psychiat.*, Chicago, 1935, 34, 758-763.—In 475 children left-handedness was found to show no significant relation to enuresis or other observed traits of instability.—D. G. Marquis (Oxford, England).

1403. Mogendovich, M. [The problem of the reflex in psychology.] *Sovetsk. Psikhonevrol.*, 1933, No. 4, 5-11.—The author gives a short historical review of the physiological doctrine of the reflex and points out that the complicated concept of the reflex, being on the border between physiology and psychology, arose and developed without sufficient critical analysis. The study of the term reflex (in the modern use of the word) leads to a great discord in opinions about the problem of the correct limits of this conception. It is striking how from such a specific

complex of phenomena one can deduce a scheme which can be used as a basis for any motion, and, afterwards, for passivity (reflexes of inhibition, reflexes without any action) of a living organism. This abstracting proceeded in two ways; the first, having a tendency to an infinite and ungrounded generalization without an exact physiological characteristic, is only a verbal juggling with the reflexological terms, which have lost a definite sense. The other way is that stressed by Dewey in 1896. The conception of reflex has an indefinite sense in the doctrine of Pavlov, and has become identical with a wide conception of reaction. Thus arose the reflex of a goal, reflex of liberty, and other conceptions having nothing in common with physiology. The whole problem of the reflex has been limited by stating some action for which an external synchronous stimulus is sought. Therefore time is the only link connecting the environment and the organism.—G. Ivanitski (Leningrad).

1404. Mogendovich, M. [The problem of the reflex in psychology.] *Sovetsk. Psikhonevrol.*, 1933, No. 5, 107-114.—In this article the author analyzes the attempts at the use of the psychological reflex. The first man who largely applied the conception of the reflex to complete actions was the Russian scientist Sechenov, but he was obliged to treat the reflex very originally. The first two thirds of the psychical process is the idea; it is a psychical reflex, which has no end. The successor in spirit of Sechenov is Pavlov, who has given together with valuable facts a wrong tendency, which nearly liquidated psychology. In this respect Pavlov logically followed the behaviorists, repeating in a simplified form their struggle with the old subjective psychology. But the conception of the reflex alone cannot explain the functions of man's brain (Herrick). There are new facts accumulating which show the narrowness of the reflexological point of view (the doctrine of the structure—Gestalt—of the physiological process, the doctrine of Ukhomski, etc.). The next problem of the science is to eliminate the narrowness of the reflexological point of view.—G. Ivanitski (Leningrad).

1405. Monje, M. Über die Messung der Reaktionszeit und ihrer Teilzeiten. (The measurement of reaction time and its components.) *Z. Biol.*, 1934, 95, 467-476.—(*Biol. Abstr.* IX: 15917).

1406. Niedner, F. Ein Preparat zur Demonstration des Reflextonus. (A preparation for the demonstration of reflex tonus.) *Z. Biol.*, 1934, 95, 376-380.—(*Biol. Abstr.* IX: 15918).

1407. Ohm, J. Zur Augenzitternkunde. 35 Mitteilung. (On nystagmus. 35th communication.) *v. Graefes Arch. Ophthalm.*, 1934, 132, 42-50.—Investigation of the course of a severe case of retrobulbar neuritis by the use of concentric rotating cylinders (described in earlier communications) leads the author to conclude that the extreme periphery of the retina alone is able to provoke marked optokinetic nystagmus.—E. F. Kinder (Letchworth Village).

1408. Pavlov, I. P. [The conditioned reflex.] *Fiziol. Zh. U. S. S. R.*, 1935, 19, 261-276.—The conditioned reflex is a temporary connection of an

external stimulus with the responsive activity of the organism. This is a universal physiological phenomenon in man and animal. The same phenomenon is simultaneously a psychical one—called by psychologists "association." The synthesis and analysis of the stimuli and responses are performed by the first signal system, alike for man and animal. The second specific system is speech, which defines the activity of man.—A. Yarmolenko (Leningrad).

1409. Piéron, H. Rapport sur la fiche d'examen psychologique des sportifs. (Report on the psychological examination survey for athletes.) *Biotypologie*, 1935, 3, 1-8.—This is an integrated biotypological examination including morphology, physiology and psychology. The survey explores the sensori-motor, intellectual, affective, and characterological functions. The author stresses the greater or less importance of some of these functions, depending on the sport involved.—M. H. Piéron (Sorbonne).

1410. Schiff, P., & Tillet, M. du. Valeur psychiatrique de la différence sexuelle dans le geste du lancer. (The psychiatric value of the sexual difference in the tossing response.) *Bull. Soc. Sexol.*, 1934, 1, 295-300.—Men and women tend to accomplish the act of tossing by different movements. Man is inclined to use his maximum force, and woman acquires delicate responses. An experiment on ball tossing was performed on 200 female patients of the Henri Rousselle Hospital with the following results: (1) 25% had masculine behavior and 75% feminine. (2) In the hallucinatory psychoses and in chronic paranoia, 17% revealed masculine modes of tossing and 83% feminine. (3) The clinical diagnosis of 49 patients with masculine tossing responses was about equally divided between schizophrenia, general paralysis, melancholia, and periodic psychoses. (4) Some active female homosexuals tossed the ball in a feminine manner. This test cannot be used to reveal feminine tendencies.—M. H. Piéron (Sorbonne).

1411. Solomon, P. The psychogalvanic reflex: applications to neurology and psychiatry. *Arch. Neurol. Psychiat.*, Chicago, 1935, 34, 818-827.—D. G. Marquis (Oxford, England).

1412. Strehle, H. Analyse des Gebarens—Körperbewegung und -haltung. (An analysis of behavior—bodily movement and posture.) *Ber. Kongr. dtsch. Ges. Psychol., Leipzig*, 1934, 13, 175-177.—The author combines Piderit's concept of facial expressions as unconsciously executed purposive movements (enlarged to include general bodily movements also) with Darwin's concept of rudimentary expressions in order to explain the connection between these movements and the mental attitudes which they portray.—H. Beaumont (Kentucky).

1413. Weiss, P. Unmodifiability of locomotor coordination in amphibia. Reverse functioning of mutually exchanged right and left limbs. *Proc. Soc. exp. Biol., N. Y.*, 1935, 33, 241-242.—"In a number of salamanders right and left forelimbs . . . were exchanged by dorso-dorsal transplantation . . . After reinnervation had taken place, the grafts moved

always in exactly the reverse sense from what the animal obviously intended." Observation over a period of months and beyond metamorphosis revealed no modification in swimming or walking. "This fact proves an utter lack of modifiability in the innate patterns of spinal reflex organization in amphibia."—*H. Peak* (Randolph-Macon).

[See also abstracts 1290, 1368, 1375, 1414, 1415, 1416, 1423, 1444, 1518, 1526, 1551, 1564, 1577, 1589, 1616, 1642, 1663, 1688, 1723, 1746, 1748, 1756, 1767, 1782.]

PLANT AND ANIMAL BEHAVIOR

1414. *Anderson, O. D., & Liddell, H. S.* Observations on experimental neurosis in sheep. *Arch. Neurol. Psychiat., Chicago*, 1935, 34, 330-354.—Of sixteen sheep used in prolonged experiments on motor defensive conditioned reflexes, four developed enduring derangements of behavior which are identifiable with the experimental neuroses induced in dogs by the salivary conditioning method described by Pavlov. The derangement was characterized by unwillingness to go to the laboratory, by frequent spontaneous leg flexions before stimulation, by overreaction to extraneous stimuli, and by recovery only after prolonged absence from the laboratory. No neurosis was ever observed in sheep trained in difficult maze problems. The most striking feature of the conditioned reflex method is the suppression of spontaneous activity, and if the problem is beyond the animal's powers of successful response a neurosis may develop.—*D. G. Marquis* (Oxford, England).

1415. *Bachrach, E.* Le son, excitant absolu et excitant conditionnel. Expériences sur le chat. (Sound as a positive and as a conditioned stimulus. Experiments on the cat.) *J. Physiol. Path. gén.*, 1933, 31, 366-371.—(*Biol. Abstr.* IX: 15876).

1416. *Beritov, I. S.* [Investigation of the individual behavior of dogs.] *Fiziol. Zh. U.S.S.R.*, 1935, 19, 43-52.—The behavior, conditioned by the central nervous system, of adult vertebrate animals is acquired individually, and is produced by the whole history of the interrelations between the central nervous system and the external environment. The leading role belongs to the elements of the cortex, which produce subjective perceptions.—*A. Yarmolenko* (Leningrad).

1417. *Bonnet, V., & Sadoul, R.* Contribution à l'étude de l'hypnose animale. Modifications nerveuses centrales et phénomènes de subordination dans l'hypnose chez la grenouille. (Contribution to the study of animal hypnosis. Central nervous modifications and the phenomena of subordination in hypnosis of the frog.) *J. Physiol. Path. gén.*, 1935, 33, 887-906.—The crossed reflex in the frog was found much diminished when a rubber ball was placed back of the jaw. This inhibition suggests a modification of the functioning of the spinal cord and is not modified by a destruction of the sympathetic chain. Two hypotheses are presented: (1) a direct action of the afferent impulse upon the spinal centers; and (2) direct action upon a higher center. The

authors believe that the depression of reflexes in the course of hypnosis is due to a modified functioning of spinal centers. This modification, of reflex origin, results from the action of afferent impulses on higher centers and may be explained reasonably well by an inhibition of the thalamic center of subordination.—*M. H. Piéron* (Sorbonne).

1418. *Bridgman, C. S., & Carmichael, L.* An experimental study of the onset of behavior in the fetal guinea-pig. *J. genet. Psychol.*, 1935, 47, 247-267.—146 fetuses were examined by methods previously reported (see IX: 3219) in the period immediately before and immediately after the onset of motility. The number of fetuses showing skeletal muscle responses increases roughly with increasing age, as does the number of motor mechanisms that are active. Myogenic contractions were elicited by faradic stimulation before true behavioral reactions appeared. Of the latter, the reactions released by stimulations (which were clearly distinguishable from the myogenic contractions by Windle's criteria) appeared some hours in advance of the "spontaneous" activities. The motor elements, however, were the same in the two; and this suggests a part played by some receptor mechanism in the awakening of the latter sort of behavior. In general, the earliest responses were in neck and fore leg muscles, followed by trunk and still later by hind leg muscles. Throughout the developmental period studied the action elements appeared independently as well as in patterns; and the experimenters emphasize their simple and specific nature as reflexes, rather than any generalized or totally integrated nature.—*J. F. Dashiell* (North Carolina).

1419. *Carpenter, C. R.* Behavior of red spider monkeys in Panama. *J. Mammal.*, 1935, 16, 171-180.—This is a preliminary report of the behavior of red spider monkeys, based on observational data which were collected in 1932-33 during two encampments in the Coto region of western Panama. These data were gathered from observation of the animals in the native habitat and concern the reaction of the spider monkeys to man, their food and feeding activities, locomotion, territoriality and nomadism, organization of spider monkey groups, their reproductive behavior, relations of mothers and their young, grooming and play, and the coordination and control of groups.—*F. A. Mote, Jr.* (Clark).

1420. *Collins, D. L.* Iris-pigment migration and its relation to behavior in the codling moth. *J. exp. Zool.*, 1934, 69, 165-197.—(*Biol. Abstr.* IX: 15835).

1421. *Dolin, A. O.* [Comparative investigation of the functions of cortical inhibition in apes and monkeys.] *Arkhh. biol. Nauk*, 1935, 37, 139-178.—A method using a double camera with crossed reinforcement was used. The process of concentration of inhibition is better developed in the chimpanzee than in the *rhesus* monkey, which depends upon the qualitative level of evolution of the nervous system and its function in the experimental animals. The *rhesus* is behind the anthropoid apes in the development of inhibitory processes. The inhibition being

more labile and subtle than the excitation, the former is the more definite index of the development of the higher functions of the nervous system.—*A. Yarmolenko* (Leningrad).

1422. Dolin, A. O., & Palatnik, S. A. [Investigation of the behavior of monkeys in a group, according to the method of conditioned reflexes.] *Ark. biol. Nauk*, 1935, 37, 113-138.—Animal sociability is from the author's point of view a definite biological phenomenon connected with the degree of the development of the animal's highest nervous activity. The behavior of monkeys in a group is characterized by a complex of interacting stimuli in the experimental medium. The group itself acts also as a definite medium consisting of excitatory and inhibitory components. The complexity of the conditions of a group medium implies the coexistence and interaction of different stimuli which may even be contradictory to their biological significance. The group connection in the behavior of monkeys is a complex biological phenomenon and is not a total of stimuli or a "reflex of interaction." Different types of the highest nervous activity are represented in a group.—*A. Yarmolenko* (Leningrad).

1423. Fischel, W. *Die Entwicklungsgeschichte der Ziele seelischen Strebens*. (The development of purpose in the mental life.) *Arch. ges. Psychol.*, 1935, 94, 196-214.—In this article the author summarizes what psychology, in contrast to morphology and physiology, has revealed relative to the purposive set. He cites studies made with nereids, annelids and mollusks by different investigators, discussing the place of memory and learning and the appearance of foresight and choice in higher creatures. He adds a record of his own findings made in 1932 with vertebrates, dealing with the part played by present, past and future in the direction given to activity.—*A. B. Herrig* (Michigan Central State Teachers College).

1424. Hachet-Souplet, P. *Nouvelles recherches sur la psychologie des singes*. (New investigations of the psychology of monkeys.) *Rev. sci., Paris*, 1935, 73, 561-568.—The studies were carried out at the Museum. The author wished to determine whether monkeys can consciously prepare themselves for events to come. The answer seemed to be in the affirmative. The behavior of a pug dog and of a baboon were studied. The behavior of the two animals was very different when faced with the phenomenon of associative recurrence. Some chimpanzees were also observed and found to have a mentality near that of a poorly endowed savage who could nevertheless take account of material causes inasmuch as he could use tools skillfully.—*M. H. Piéron* (Sorbonne).

1425. Herren, R. Y., & Lindsley, D. B. A note concerning cerebral dominance in the rat. *J. genet. Psychol.*, 1935, 47, 469-472.—16 rats, tested for handedness, were trained in a maze, cauterized in the non-dominant hemisphere, and then retrained, some of them in a maze which was the mirror image of the original, the others in a maze identical in pattern with the original. All of the latter retraining group

had learned their new problem by the ninth trial, but only one of the former had done so by that time; the latter was the rat with the least cortical destruction. This indicates that the engram representation of a maze pattern is identical in both hemispheres with regard to orientation, which is contrary to findings concerning motor patterns in man. But the former involves the entire organism, the latter only a part, as in handwriting.—*J. F. Dashiell* (North Carolina).

1426. Kellogg, W. N., & Kellogg, L. A. *Comparable development in child and chimpanzee*. (Film.) Chicago: Stoelting; Bloomington, Ind.: Psychological Laboratory, Indiana Univ., 1933. 4 reels, approximately 1600 ft., 16 mm. Purchase prices and complete description on request.—A silent instructional or demonstration film, fully edited and titled, recording reactions of a human infant (age 10 to 19 months) and a young chimpanzee, under similar conditions of environment and training. Two reels are non-experimental in content and show the development of walking, play, eating at table, and various social responses typical of human surroundings. The other two reels compare the subjects in 13 tests and experimental situations of different degrees of complexity. Any of the reels may be used separately as a distinct unit, or they may be combined.—*W. N. Kellogg* (Indiana).

1427. Lebedinskaia, S. I., & Rosenthal, J. S. *Reactions of a dog after removal of the cerebral hemispheres*. *Brain*, 1935, 58, 412-419.—The cerebral hemispheres, with the exception of small portions of the gyrus pyramidalis and gyrus compositus posterior on one side, were removed from a dog, which survived one year. Taste and auditory reflexes were preserved, cutaneous sensitivity diminished, sight and smell lost. Extinction of the unconditioned orientation reflex to sound was found possible. Conditioned salivation to a metronome stimulation was established after 250 reinforcements, and the dog also learned to scratch at the door when it heard the footfalls of approaching persons.—*D. G. Marquis* (Oxford, England).

1428. Maier, N. R. F., & Schneirla, T. C. *Principles of animal psychology*. New York: McGraw-Hill, 1935. Pp. 529. \$4.00.—This is a systematic textbook organized as follows: Part I. Principles discernible in the behavior of inframammalian animals (258 pages). This section develops the topic with reference to plants and protista, porifera, coelenterates, echinoderms, annelids, molluscs, arthropoda, pisces, amphibia, reptilia, and aves. With each group there is a tabular statement of receptor, conduction, and action mechanism. Part II. Prerequisites to behavior dominated by modifiability (70 pages). This section contains the following three chapters: natively determined behavior, differential reactions to stimuli, and neural mechanisms in behavior. Part III. The nature of modification in behavior: Class mammalia (144 pages). The topics here discussed include the conditioned reflex, maze learning, laws of learning, motivation, delayed

reaction, multiple choice, and reasoning. There is a 29-page bibliography in addition to suggested references at the close of each chapter.—*W. S. Hunter* (Clark).

1429. McCulloch, T. L. A study of the cognitive abilities of the white rat with special reference to Spearman's theory of two factors. *Contr. psychol. Theory*, 1935, 1. Pp. 66.—A group of animals was subjected to a battery of tests involving eduction of relations to determine whether the individual differences obtained could be accounted for on the basis of Spearman's two-factor theory, or whether some other factor pattern would provide a better fit. The study was carried out from December 1931 to July 1932 on 39 male and 36 female white rats. The tests used were two of light discrimination, two of pattern discrimination, sound discrimination, elevated maze, weight discrimination, problem box, and motor dexterity. A statistical analysis was applied to the results to determine whether a general factor was present. From the complete study the author draws the following conclusions: "(1) The intercorrelations indicate the absence of any general factor. (2) Specific factors peculiar to the individual tests were of major importance in determining scores. (3) Lack of sex differences was found for central tendencies and variabilities of scores on all learning tests. Males seem to make slightly superior scores on the test for motor dexterity. There was also found to be a positive correlation between body size and motor dexterity."—*F. A. Mote, Jr.* (Clark).

1430. McIndoo, N. E. Chemoreceptors of blowflies. *J. Morph.*, 1934, 56, 445-475.—(*Biol. Abstr.* IX: 15860).

1431. Snugg, D. The relative difficulty of mechanically equivalent tasks: II. Animal learning. *J. genet. Psychol.*, 1935, 47, 321-336.—White rats were trained on several sets of mazes: (1) identical patterns, one with blind alleys white; (2) identical vs. variable patterns, correct pathways white; (3) a maze with correct path always to the left, LLLLLLLLLL; (4) two mazes LLLLLLLLLL and RLLLLLLLLL—a difference in perceptual difficulty; (5) mazes as in (4) but with final blinds in white. Comparisons throughout are made between mazes that are equivalent with respect to number of blinds, lengths of blinds and of pathways, number of turns, etc., but that differ in the relative parsimony of the principles to be used in their solution and also in the perceptual difficulties in grasping them. Differences in rates of learning correspond to these latter experiential principles. Weight is therefore thrown against the objective "trial and error" type of learning theory and in favor of a phenomenological theory of "insight" or "means-end-relations."—*J. F. Dashiell* (North Carolina).

1432. Veil, C. Sur le mécanisme du changement de couleur chez les poissons. (Concerning the mechanism of color change in fishes.) *C. R. Acad. Sci., Paris*, 1935, 201, 914-916.—Studies on *Cyprinus carpio* and *Carassius vulgaris* indicate the following: (1) the injection of an extract from the posterior

lobe of the hypophysis immediately causes light fish to become dark; (2) the enucleation of the eyes of light carps causes an immediate darkening; and (3) an injection of the blood of an animal whose eyes are intact causes no change in color.—*M. H. Piéron* (Sorbonne).

1433. Verlaine, L. Histoire naturelle de la connaissance chez le singe inférieur. Le concret. (Natural history of knowledge in the lower monkey. The concrete.) Paris: Hermann, 1935. Pp. 50. 12 fr.—Experiments are described on two *Macacus* monkeys trained to raise a square of black paper under which they found a meal-worm. One of the animals generalized the situation and had his behavior determined by an abstract idea. The concrete did not exist in his conduct either primarily or secondarily. The following topics are also discussed: the primordial character of generalization; the object; the relative and the absolute; the form of objects; the non-existence of the concrete as a factor in behavior; and the influence of the subject's psychological past on the relative precision of knowledge already acquired.—*M. H. Piéron* (Sorbonne).

1434. Verrier, M. L. Les variations morphologiques de la rétine et leurs conséquences physiologiques à propos de la rétine d'une musaraigne (*Crocidura mimula* Muller). (Morphological variations of the retina and their physiological consequences with reference to the retina of a shrew, *Crocidura mimula* Muller.) *Ann. Sci. nat.*, 1935, 18, 205-217.—*M. H. Piéron* (Sorbonne).

1435. Yerkes, R. M. Yale laboratories of primate biology, incorporated. *Science*, 1935, 82, 618-620.—A summary statement concerning the history, status and objectives of the establishment.—*R. Goldman* (Clark).

[See also abstracts 1337, 1363, 1369, 1370, 1379, 1413.]

EVOLUTION AND HEREDITY

1436. Andueza, J. Las leyes de esterilización. (The laws on sterilization.) *Rev. Criminol., B. Aires*, 1935, 22, 531-544.—After reviewing the situation in North America (legal aspects; Jukes and Kallikak families) and in Germany (statistics), and the biological aspects of and seven objections to sterilization, it is concluded that it is only justified as an extreme measure, and then only with full consent of the patient.—*R. M. Bellows* (U. S. E. S. Div. Standards and Research).

1437. Bracken, H. v. Psychologische Untersuchungen an Zwillingen. (Psychological investigations of twins.) *Ber. Kongr. dtsch. Ges. Psychol., Leipzig*, 1934, 13, 117-119.—Identical twins play an entirely different part in each other's lives from that played by fraternal twins. Living together tends to make the former more nearly alike, the latter more different. Consequently, environment does not affect both types of twins in the same manner, as has been commonly assumed.—*H. Beaumont* (Kentucky).

1438. Fantham, H. B., & Porter, A. Inheritance of stature through mate selection. *J. Hered.*, 1935,

26, 377-382.—An investigation of some thirty Canadian and South African families of unusually tall or short stature leads to the conclusion that selection, conscious or subconscious, of mates of similar heights has been a considerable factor in determining the tallness or shortness of the offspring, who in all the families studied ran true to parental stature pattern. The environment was good for all and as a determining factor can therefore be ruled out. The authors venture the guess that similarity of mate selection, as imposed by the restriction of isolated communities, may have originated tall or short human strains. Economic and social disadvantage, especially for the very short, suggest that such selective mating is inadvisable.—G. C. Schwesinger (American Museum of Natural History).

1439. Fenton, N., & Popenoe, P. Twenty-five years of eugenic sterilization. *J. juv. Res.*, 1935, 19, 201-204.—The article describes the intent rather than the results of an investigation. 10,000 individuals sterilized in California since 1909 furnish the data for a study designed to answer the following questions: the considerations dictating the sterilization operation; the fates of the patients sterilized; the proportion of patients paroled and their behavior during parole; the patients' own opinions of the operation as well as the attitudes of their families toward it; and the effect of the operation upon the patient's chances of marriage. It was discovered that both sexes are equally represented among the sterilized individuals. About three fourths of the 10,000 were patients in the state hospitals for the mentally diseased and only one fourth in the state homes for the feeble-minded.—H. L. Koch (Chicago).

1440. Grundy, F. The genetics of amentia. *Eugen. Rev.*, 1935, 27, 217-225.—An East Anglian population of 45,435, of whom 6645 were school children, was studied by means of Stanford and Burt tests for the children, and social examination and "presumptive evidence" for the adults. Test results revealed that 7.3% of school children of eight years and over were three and a half or more years retarded, and 30% two or more. Retardation was associated with dulness exclusively in 77% of the cases, while 12% were attributable to deprivation of educational opportunity and 3% to medical conditions. Of 149 family histories of defectives, 75% came from stocks exhibiting deficiency, and the remaining 25% were without apparent cause or environmentally based. "Dull parents, dull children" was the usual finding, but Mendelian explanations are avoided. To control deficiency, the author advocates prevention of parenthood for the upper grade defectives, painless extermination for the lower (who are usually born to parents of normal mentality and sensitivity), and public enlightenment.—G. C. Schwesinger (American Museum of Natural History).

1441. Isenburg, P. v. Erbbiologische und genealogische Beiträge zur Psychologie der Rasseneinheit. (Genetic and genealogical contributions to the psychology of racial unity.) *Ber. Kongr. dtsch. Ges. Psychol.*, Leipzig, 1934, 13, 59.—Real political leaders

can be obtained only by inbreeding, while blood mixture seems necessary to develop artistic talent. However, mixture may cause regeneration to counteract too much inbreeding of racial characteristics.—H. Beaumont (Kentucky).

1442. Kroh, O. Typenlehre und Vererbungs-forschung. (Typology and heredity.) *Ber. Kongr. dtsch. Ges. Psychol.*, Leipzig, 1934, 13, 145-146.—H. Beaumont (Kentucky).

1443. Laughlin, H. H. How to use the specific formula of heredity. *Proc. nat. Acad. Sci., Wash.*, 1935, 21, 611-616.—The use of the specific formula of heredity is demonstrated by an example which applies the new formula "to the probability-prediction of adult stature of an individual in that section of the British people sampled by Sir Francis Galton in his classical stature-study." The further construction and use of such prediction formulae is suggested for various fields of research, including the psychological.—F. S. Keller (Colgate).

1444. Schnitzler, K. Ueber die Erblichkeitsverhältnisse des Patellar-sehnenreflexes nach Untersuchungen an 31 Zwillingspaaren. (The hereditary behavior of the patellar tendon reflex, according to investigations on 31 pairs of twins.) Bonn: Kubens, 1934. Pp. 19.—R. R. Willoughby (Clark).

1445. Shuttleworth, F. K. The nature versus nurture problem. I. Definition of the problem. *J. educ. Psychol.*, 1935, 26, 561-578.—This paper presents a definition of the nature versus nurture problem which emphasizes throughout practical problems of social control, together with a criticism of attempts to solve the problem with experiments on sub-human species, and a catalogue of the necessary conditions, limitations, and implications involved in the formulation and solution of the problem. The immediate problem is "the relative contributions of hereditary differences and of environmental differences in accounting for individual differences with respect to any particular variable." "The problem is no longer the relative potency and determining influence of heredity and environment; instead, it is a problem of determining whether the differences in heredity existing in a given population are large or small relative to the range of the existing differences in the environment which are operating on that population." A statistical analysis of the problem is made in terms of the variance attributable to heredity, environment, and the joint contribution of heredity and environment.—A. W. Melton (Missouri).

1446. Whitten, B. O. Sterilization. *Proc. Amer. Ass. ment. Def.*, 1935, 40, 58-65.—The author considers it more valuable to discuss the advantages of selective sterilization from the sociological and economic points of view than from that of heredity and environment.—M. W. Kuenzel (Cincinnati Children's Home).

[See also abstracts 1477, 1490, 1497, 1720.]

SPECIAL MENTAL CONDITIONS

1447. Balint, M. A contribution on fetishism. *Int. J. Psychoanal.*, 1935, 16, 481-483.—From a case

analysis the author reports that in addition to the interpretation as a penis substitute, a fetish may be a vagina or womb substitute, or that it may signify feces, since it is an object of small or no value transformed into a love object of high value.—*M. H. Erickson* (Eloise Hospital).

1448. **Bergler, E., & Eidelberg, L.** *Der Mechanismus der Depersonalization.* (The mechanism of depersonalization.) *Int. Z. Psychoanal.*, 1935, 21, 258-285.—On the basis of two cases cited, Bergler and Eidelberg reach the following conclusion with regard to depersonalization: depersonalization (like projection and conversion) is a compromise defense mechanism against unconscious id impulses. The most important impulse present in the two cases cited was anal exhibitionism. When, through some accident, it enters the field of the fore-conscious, the ego defends itself against it with anxiety and attempts to deny the existence of the impulse. In further defense the ego strengthens its normal function of self-observation to an abnormal degree by availing itself of the aid of the super-ego. The id impulses overcome these difficulties by changing in character from exhibitionism to voyeurism and in this form are accepted by the ego. The id impulses thus attain a partial satisfaction, which is experienced by the patient as a feeling of being a different person, of being depersonalized.—*H. J. Wegrocki* (Worcester State Hospital).

1449. **Bernfeld, S.** *Ueber den Begriff der Deutung in Psychoanalyse.* (The concept of interpretation in psychoanalysis.) *Ber. Kongr. dtsh. Ges. Psychol., Hamburg*, 1932, 12, 291.—*H. Beaumont* (Kentucky).

1450. **Bratt, I.** *Är psykoanalysen suggestionsbehandling eller kausal terapi?* (Is psychoanalysis treatment by suggestion or causal therapy?) *Svenska Läkartidn.*, 1935, 46, 1617-1621.—The problem cited is discussed in the light of a case history of a 26-year-old woman whose bladder trouble had been unsuccessfully treated by a great many physicians, and who was finally permanently cured by Bratt's psychotherapeutic treatment.—*M. L. Reymert* (Mooseheart Laboratory for Child Research).

1451. **Christoffel, H.** *Harntriebäusserungen, insbesondere Enuresis; Urophilie und Uroplemie.* (Expressions of the impulse to urinate, especially enuresis; urophilia and uroplemia.) *Int. Z. Psychoanal.*, 1935, 21, 374-388.—Enuresis is a condition of somatic dysergia which exists in spite of a picture of physical integration. It never occurs in deep sleep but only in a stage of light sleep or hypnopompically. The fact that about 75% of enuretics are men points to a constitutional factor. Inasmuch as the first manifestations of enuresis in the infant are at the age of six months, the age at which masturbation usually begins, there is good reason to suspect that it is a substitute form of reaction to genital irritation. Urophilia and uroplemia are the Eros and Thanatos correlates of the impulse to urinate. Clinical, ethnological and literary material demonstrates that urination may be used to express both love and aggressive impulses towards others.—*H. J. Wegrocki* (Worcester State Hospital).

1452. **Daly, C. D.** *Der Kern des Ödipuskomplexes.* (The kernel of the Oedipus complex.) *Int. Z. Psychoanal.*, 1935, 21, 389-418.—Sequel to a former paper of the same title. The author presents clinical material to substantiate his theory of the central role that the menstruation complex plays in the etiology of the neuroses and in the development of the Oedipus complex. A hypothetical picture of the prehistorical development of the menstruation tabu is given.—*H. J. Wegrocki* (Worcester State Hospital).

1453. **Dunninger, J.** *Inside the medium's cabinet.* New York: David Kemp & Co., 1935. Pp. 234. \$2.50.—An exposé of fraudulent mediums and of the trickery of so-called supernatural phenomena.—*R. R. Willoughby* (Clark).

1454. **Eidelberg, L.** *Das Problem der Quantität in der Neurosenlehre.* (The problem of quantity in the study of the neuroses.) *Int. Z. Psychoanal.*, 1935, 21, 286-290.—The quantitative approach is not foreign to psychoanalysis. Although not dealing with measurable mass units, it utilizes the method of comparisons and thus approaches the quantitative ideal. The problems associated with the quantitative approach are: (1) Is the relative value of the Eros and death impulses the same in all neuroses, or do we find similar values only in similar neuroses? (2) Is the intensity of the defense reaction against id impulses proportional to the strength of the id impulses, or do we regularly find correspondingly different defense intensities in different neuroses? (3) Is the tendency toward activity and passivity similar in all neuroses? (4) Does the pleasure principle, or the Nirvana principle, have a similar quantitative significance in all neuroses? The author speculates on the possibility of attaching hypothetical numerical values corresponding schematically to the distribution of libido at various stages and levels of development.—*H. J. Wegrocki* (Worcester State Hospital).

1455. **Freud, S.** *Un cas de paranoïa qui contredit la théorie psychanalytique de cette affection.* (A case of paranoia which contradicts the psychoanalytic theory of this disease.) *Rev. franç. Psychanal.*, 1935, 8, 1-11.—*J. McV. Hunt* (Nebraska).

1456. **Gross, A.** *The psychic effects of toxic and toxoid substances.* *Int. J. Psycho-Anal.*, 1935, 16, 425-438.—The primary effect of a toxic substance is simply mobilization, paralysis, acceleration, or retardation of some psychic function. This is discussed under the following points: (1) The sphere of action of chemico-toxic energy stops at the threshold of the psychic apparatus where it evokes the primary response. (2) This process takes place within the psychic economy, employs psychic energy; the quantity of this energy is not proportional to the toxic energy of the substances incorporated. (3) The primary process is essentially the transmutation of energy either by change of form or by a displacement of the quantity. The author declares that inherent psychic energy is the object of the primary process, that the quantity of psychic energy is not proportional to the quantity of toxic energy evoking it, that the selection of psychic energy is in reference to the psychic system affected, and that the quantity of psychic energy is

variable in nature. The author then discusses each of these various points.—*M. H. Erickson* (Eloise Hospital).

1457. **Hitschmann, E.** *Beiträge zu einer Psychopathologie des Traumes. II.* (Contributions to a psychopathology of dreams. II.) *Int. Z. Psychoanal.*, 1935, 21, 430-444.—The dream is a psychological phenomenon which has not yet been fully appreciated in its total complexity and significance. Only psychoanalysts have manifested the amount of interest in it that it really deserves. Citing the various researches into the dreams of the organically sick, the blind, the alcoholic, the psychotic and other deviants from physical and psychic normality, the author suggests that the psychopathology of dreams be made the topic of a systematized and organized theoretical approach. Only from such a viewpoint can the problems associated with the psychopathology of dreams gain a greater relevance and a wider significance.—*H. J. Wegrocki* (Worcester State Hospital).

1458. **Hoffman, E. P.** *Projection und Ich-Entwicklung.* (Projection and ego development.) *Int. Z. Psychoanal.*, 1935, 21, 342-373.—The early ego utilizes narcissistic libido to fixate upon external objects. It does not, however, differentiate between object and subject, but identifies one with the other (primary identification). Thus a heightening of the fixation brings about a heightening of early ego pleasure; conversely, a loss of the external object is felt as an ego deprivation, leading even to feelings of depersonalization. In the ego of the later stage, utilizing object libido, the reverse of this state of primary identification is true, and the more libido is transferred upon the external object the less remains for the ego. When both these stages exist side by side (*Zweieinigkeit*), a foundation is laid for the mechanism of projection, which is brought into function when the content of the object-libido is distorted and the person feels only that he receives something from the outside without realizing that he himself sends it out. This mechanism of projection becomes really pathological whenever a person has at his disposal only narcissistic libido and cannot attain the stage of differentiating between subject and object.—*H. J. Wegrocki* (Worcester State Hospital).

1459. **Jones, E.** *Über die Frühstadien der weiblichen Sexualentwicklung.* (The early stages of feminine sexual development.) *Int. Z. Psychoanal.*, 1935, 21, 331-341.—The author presents the contrasting viewpoints of the London and Viennese psychoanalytic groups on the subject of the early stages of feminine sexual development. The root of the difference lies in the "phallic phase" which the young girl goes through before achieving a sense of her sexual distinctiveness. According to the London school, this phase is a reaction to the anxiety which is aroused when oral dissatisfaction introduces the problems of the early Oedipus complex. The London group emphasizes the dynamic drive of an inner necessity in the psyche of the girl as the crucial factor in the determination of her early sexual development.

In contrast to this, the Viennese school lays stress on external, accidental factors, as, for example, the seeing of a penis by the little girl.—*H. J. Wegrocki* (Worcester State Hospital).

1460. **Katz, S. E., & Landis, C.** *Psychologic and physiologic phenomena during a prolonged vigil.* *Arch. Neurol. Psychiat.*, Chicago, 1935, 34, 307-317.—Observations of a subject who voluntarily went without sleep for ten days showed no evidence of any real change in physical or physiological function which could be attributed to the period of sleeplessness. Tests of motor function and of sensory acuity gave negative results, but the higher mental functions of organization and synthesis appeared to be somewhat affected, as shown by the occurrence of hallucinations, hypnagogic images and a delusional system.—*D. G. Marquis* (Oxford, England).

1461. **Kovarsky, D., Laugier, H., & Weinberg, D.** *Un essai de recherches biotypologiques appliqué à une étude de pharmacodynamie.* (Biotypological studies applied to a study of pharmacodynamics.) *Biotypologie*, 1935, 3, 27-35.—This is a study of the biological and mental effect of certain hypnotics, veronal and luminal. Veronal does not appear to have a marked effect, but luminal tends to lower mental efficiency. For mental functions, the following tests were utilized: counting disparate points, mental calculation, immediate memory, verbal associations, Rudik's tests of automatism, and verbal recall and ordering of numbers. A bibliography of 46 titles.—*M. H. Piéron* (Sorbonne).

1462. **Kranefeldt, W. M.** *Continuous analysis.* *Brit. J. med. Psychol.*, 1935, 15, 183-198.—Continuous analysis of dreams provides invaluable information regarding the unconscious. The psyche can be understood only in so far as the unconscious has been understood. The analysis of one dream is given in detail.—*J. R. Hilgard* (Stanford).

1463. **Loewenstein, R.** *De la passivité phallique chez l'homme.* (On phallic passivity in man.) *Rev. franç. Psychanal.*, 1935, 8, 36-43.—*J. McV. Hunt* (Nebraska).

1464. **Nacht, S.** *Psychoanalyse des psychonévroses et des troubles de la sexualité.* (Psychoanalysis of the psychoneuroses and the disorders of sexuality.) Paris: Alcan, 1935. Pp. 325. 15 fr.—The book contains 10 chapters. In the first is presented the psychoanalytic conception of the neuroses and psychoses. This is followed by a consideration of sexual disorders, by the presentation of a case of homosexuality, and by an analysis of a case of obsessional neurosis. Other chapters deal with the following topics: the unconscious structure of the psychoses, the role of the psycho-affective factors in the genesis of hallucinatory states, social adaptation of the child from the psychoanalytic point of view, two cases of psychoanalytic treatment with quick recovery, magical thought in dreams, medical and psychoanalytic practice. The psychoanalytic method, although long and difficult, is the best for the cure of the grave neuroses, but the method is difficult to

apply and the results secured are more uncertain with the psychoses.—*M. H. Piéron* (Sorbonne).

1465. **Pattie, F. A.** A report of attempts to produce uni-ocular blindness by hypnotic suggestion. *Brit. J. med. Psychol.*, 1935, 15, 230-241.—Five subjects, all good somnambulists, were used in an attempt to secure uniocular blindness by hypnotic suggestion. None showed genuine blindness; three made no attempt to deceive; one was an active malingerer; the fifth was so clever at malingering as to make the symptoms appear to be real during several months of experimentation. A detailed history is given of this last case. Tests were made with a stereoscope, with a perimeter, with filters, and with Flees' box; the blind spot was plotted in the seeing eye while both eyes were open; an ophthalmological examination was made. All of these tests seemed to indicate that the uniocular blindness was genuine; only a later more difficult filter test finally proved the malingering. The methods employed in malingering were recovered under deeper hypnosis, with obvious signs of agitation on the part of the subject. The case is interpreted as revealing conflict between the tendency to believe the suggestion that the eye was blind and the tendency to malingering, knowing that the eye was really normal. The tendencies to malingering were repressed and dissociated.—*E. R. Hilgard* (Stanford).

1466. **Steiner, M.** Die Traumsymbolik der analytischen Situation. (Dream symbolism in the analytic situation.) *Int. Z. Psychoanal.*, 1935, 21, 419-429.—The dreams of patients undergoing a psychoanalysis are replete with symbolic representations of various types of resistance against the analyst. Resistances arise at various points. They may be a consequence of the patient's reaction to the fact that his unconscious impulses are being uncovered or that his privacy is being violated. They may result from the patient's desire to obtain a cure by some more magical and less painful method, or from his wish to have the analysis end as soon as possible. Whatever the provoking factors, the resistances all reflect themselves in characteristic dream patterns during the analysis.—*H. J. Wegrocki* (Worcester State Hospital).

1467. **Wilson, G. W.** The analysis of a transitory conversion symptom simulating pertussis. *Int. J. Psycho-Anal.*, 1935, 16, 474-480.—A transitory conversion symptom consisting of an acute attack of sinusitis with respiratory symptoms simulating pertussis, developing during the fourth month of analysis of a young male patient, was found to be an extreme condensation of unconscious tendencies, particularly father and mother identifications, attention and sympathy cravings, exhibitionistic tendencies, punishment needs and anal aggressiveness.—*M. H. Erickson* (Eloise Hospital).

1468. **Wittels, F.** A type of woman with a three-fold love life. *Int. J. Psycho-Anal.*, 1935, 16, 462-473.—Three ways in which women adjust their lives are by sex inhibition, masculinization, or acceptance of a feminine role, this latter being the norm. Some women manifest all three of these reactions con-

currently and permanently with a consequent three-fold type of love life. Three types of men are essential to such women, the tabooed man, the man loved femininely, and the bed-fellow type. A case report is then given of the three-fold love life of a woman illustrating these three combined tendencies in one woman as disclosed by her history and analytic findings.—*M. H. Erickson* (Eloise Hospital).

1469. **Wolff, P.** La narcomania. (Narcomania.) *Arch. argent. Psicol. norm. pat.*, 1935, 2, 74-81.—Use of narcotics and narcotic addiction are universal. Historical and geographic aspects of the problem are treated.—*R. M. Bellows* (U. S. E. S. Div. Standards and Research).

[See also abstracts 1325, 1533, 1544, 1604, 1629, 1672.]

NERVOUS AND MENTAL DISORDERS

1470. **Abeles, M., & Schilder, P.** Psychogenic loss of personal identity: amnesia. *Arch. Neurol. Psychiat.*, Chicago, 1935, 34, 587-604.—63 cases of psychogenic amnesia are reported. The duration varied from three hours to several months, 27 patients recovering in 24 hours, and 21 in from one to five days. 47 patients recovered spontaneously. In 25 cases hypnosis was attempted, and in 14 of these it was partly or wholly successful. The amnesia was characterized by loss of personal identity, and in most cases general knowledge, information and memory for past events were poor. The ability to retain new information was often preserved during the amnesia. Some unpleasant social conflict, either financial or familial, was significant in the immediate cause of the amnesia, but behind the superficial conflicts deeper motives were found. The amnesia represents an attempt to escape from punishment, and at the same time self-punishment by effacing one's own personality (psychological suicide).—*D. G. Marquis* (Oxford, England).

1471. **Ackerson, L.** Behavior traits of higher-grade mental defectives (a statistical study). *Proc. Amer. Ass. ment. Def.*, 1935, 40, 435-443.—Correlations were used in investigating the types of behavior problems found in over 3000 high-grade mentally defective children who had been patients of the Illinois Institute for Juvenile Research during the years 1923-1927. Their ages ranged from 6 to 17 years and their Binet IQ's from 50 to 150 [sic]. The traits or conditions which appeared to be significantly related to mental defect are: retardation in school, slow or dull manner, mentally defective siblings, over-suggestibility, staff notation of unfavorable conduct prognosis, preference for younger children as playmates, object of teasing by other children, and the opinion of retardation by patient's informant. Correlation quotients are published.—*M. W. Kuenzel* (Cincinnati Children's Home).

1472. **Alexander, F.** Über den Einfluss psychischer Faktoren auf gastrointestinale Störungen. (The influence of psychic factors upon gastro-intestinal disturbances.) *Int. Z. Psychoanal.*, 1935, 21, 188-219.—The gastro-intestinal tract, because of its

three major functions of ingestion, retaining, and eliminating, is peculiarly suitable for the expression of three types of tendencies: (1) to receive and take, (2) to retain, and (3) to give. In those cases in which the normal expression of these tendencies through the voluntary motor system or the sexual apparatus is inhibited because of inner conflicts expression shifts to the gastro-intestinal tract. Three types of gastro-intestinal disorders—the gastric, the colitis (diarrhea), and the constipative—correspond, respectively, to the methods chosen by the psyche to reflect a disturbance in the normal expression of these three fundamental tendencies.—*H. J. Wegrocki* (Worcester State Hospital).

1473. **Amenitzki, D. A.** [The psychopathic types in "Brothers Karamazov."] *Probl. Psikhiat. Psikhopat.*, 1935, 551-566.—In the well-known pictures of the heroes in Dostoyevski's novels can be found representatives of different psychopathic tendencies, persons with peculiar traits of character, with spontaneous deviation in the psychic activity, with a tendency to periodic or episodic psychotic fits. Many examples are analyzed.—*A. Yarmolenko* (Leningrad).

1474. **Angyal, A.** The perceptual basis of somatic delusions in a case of schizophrenia. *Arch. Neurol. Psychiat.*, Chicago, 1935, 34, 270-279.—The basis of such delusions was found to consist of certain tactile and kinesthetic phenomena which under some conditions also appear in normal persons.—*D. G. Marquis* (Oxford, England).

1475. **Baruk, H., Gévaudan, Y., Cornu, R., & Carle, A.** Crise de catalepsie et crise d'énervement hystériques. Diagnostic différentiel avec les crises symptomatiques. Rôle du fléchissement des fonctions psychomotrices dans la pathogénie de ces crises. (Cataleptic crisis and crisis of hysterical enervation. Differential diagnosis from the symptomatic crises. The role of alteration of psychomotor functions in the pathogenesis of these crises.) *Ann. méd.-psychol.*, 1935, 93, Part 2, 252-259.—*M. B. Mitchell* (New Hampshire State Hospital).

1476. **Baruk, H., Gévaudan, J., Cornu, R., & Carle, A.** Un cas de tremblement hystérique. Rôles respectifs de la suggestion, de l'émotion et des troubles végétatifs. Traitement par le scopochloralose. (A case of hysterical trembling. The roles of suggestion, emotion, and vegetative disturbances respectively. Treatment with scopochloralose.) *Ann. méd.-psychol.*, 1935, 93, Part 2, 259-271.—*M. B. Mitchell* (New Hampshire State Hospital).

1477. **Boeters, H.** Familienuntersuchungen bei einer Durchschnittsbevölkerung unter besonderer Berücksichtigung symptomatischer und deliranter Zustandsbilder. (Studies of families in an average population, with particular reference to symptomatic and delirious states.) *Z. ges. Neurol. Psychiat.*, 1935, 153, 90-116.—This article is based upon a study of the close relatives of 100 surgical patients in a hospital. The percentages of psychoses, psychopathic conditions and criminal tendencies were higher in the sisters and brothers of the patients than other investigators have found in similar surveys. The writer discusses

the probable significance of constitutional, family and dispositional factors in symptomatic-delirious states.—*C. W. Fox* (Rochester).

1478. **Bogolepov, N. K.** [The oxytherapy of neuro-psychic diseases.] *Probl. Psikhiat. Psikhopat.*, 1935, 668-675.—Oxytherapy, used functionally as well as in organic psychoses, gives good results not only as a psychotherapeutic measure, but because oxygen is a good oxidator, activates the somatic functions, stimulates the biological reactions of the organism, and increases the biotonus.—*A. Yarmolenko* (Leningrad).

1479. **Boven, W. De l'anxiété.** (Anxiety.) *Ann. méd.-psychol.*, 1935, 93, Part 2, 153-167.—An historical introduction is given consisting of various views of the nature of anxiety. The author considers it as a struggle in which there are opposing tendencies and impulses; he differentiates anxiety from melancholia. The particular symptoms of anxiety vary with the individual, and are dependent upon his past activities and character. The author distinguishes four types, acute asthenia, chronic asthenia, acute anxiety neurosis, and chronic anxiety neurosis. The origin of the difficulty in an anxiety state needs to be interpreted, not merely recognized.—*M. B. Mitchell* (New Hampshire State Hospital).

1480. **Brill, M.** Psychometric data as indices of instability. *Proc. Amer. Ass. ment. Def.*, 1935, 40, 421-434.—Comparison is made of the performance of 50 adjusted and 50 maladjusted mentally deficient boys on 22 standardized tests and scales. Evidence shows that it would be possible to develop a battery of tests which would reliably differentiate between the adjusted and the maladjusted. The former scored reliably higher on the Vineland adjustment score card and on the abbreviated Goodenough scale, and there is strong probability that they scored higher on the manikin test and the Goodenough draw-a-man scale. Marked probabilities of true differences in favor of the adjusted are found in digit-symbol substitution, manikin and profile combined score, Kent-Shakow formboard 2S, Binet vocabulary, and Cornell-Coxe total weighted scores. The statistical values of the two groups in all the variables studied are tabulated.—*M. W. Kuenzel* (Cincinnati Children's Home).

1481. **Bronfenbrenner, A. N.** Certain features of behavior in the light of certain developmental defects in the spinal cord. Syringomyelic symptom complex as observed in the feeble-minded. *Proc. Amer. Ass. ment. Def.*, 1935, 40, 232-239.—Body automatism is the foremost function of the spinal cord. Certain of its elements may acquire such awkwardness and inconsistency that habit formation as a sole factor becomes inadequate as an explanation. The possibility of a lesion in the spinal cord arises. By means of autopsy materials from an institution for the feeble-minded the author substantiated his thesis. This paper records developmental defects in the spinal cord which are identical in nature with the sclerosis and cavitation of syringomyelia. Plates showing results are included.—*M. W. Kuenzel* (Cincinnati Children's Home).

1482. Bustamente, M. *Historiales clinicos de neurosis obsesiva. Conclusión.* (Clinical histories of obsessive neuroses.) *Arch. Neurol.*, 1934, 14, 927-978.—Fourteen case studies are described historically and a clinical interpretation of the results of data collected by the method of Rorschach is presented.—R. M. Bellows (U. S. E. S. Div. Standards and Research).

1483. Capgras, —, Rouart, —, & Derombies, —. *Délire imaginatif. Hystérie ou schizophrénie.* (Imaginative delusion. Hysteria or schizophrenia.) *Ann. méd.-psychol.*, 1935, 93, Part 2, 73-80.—M. B. Mitchell (New Hampshire State Hospital).

1484. Caron, —, & Lagache, —. *Délire de persécution de forme hallucinatoire chez une aveugle ayant débuté par un délire à deux de forme interprétative type Régis.* (Hallucinatory form, in a blind woman, of persecutory delusion beginning with an associated interpretative delusion, Régis type.) *Ann. méd.-psychol.*, 1935, 93, Part 2, 80-85.—M. B. Mitchell (New Hampshire State Hospital).

1485. Chipman, C. E. *The vocabulary of mental defectives.* *Proc. Amer. Ass. ment. Def.*, 1935, 40, 485-503.—A group of 135 subnormal boys and girls between the ages of 16 and 30 whose Binet mental ages were over 8 years and whose reading ability was above mid-third grade level were given 22 sentences requiring a completion technique with the possibility of multiple response. The entire group showed an increase in mean number of appropriate words commensurate with increase in mental age. Only 13 words with a mental age value of above 6 years were used by 50% or more of the group. Those diagnosed as mentally defective with psychosis showed a tendency to use a larger number of words superior to their mental rating than did the mental defectives in whom no question of psychosis had been raised.—M. W. Kuensel (Cincinnati Children's Home).

1486. Claude, H., Dreyfuss-Sée, G., Lagache, —, & Rouart, —. *Dysphasie pithiatique d'un type spécial chez une fille de quatorze ans.* (Pithiatic dysphasia of a special type in a 14-year-old girl.) *Ann. méd.-psychol.*, 1935, 93, Part 2, 234-240.—M. B. Mitchell (New Hampshire State Hospital).

1487. Conklin, E. S. *Principles of abnormal psychology.* (Rev. ed.) New York: Holt, 1935. Pp. xiv + 527. \$3.00.—The literature since the first edition has been reviewed and material from it has been inserted, with particular emphasis on experimental contributions. Major additions are made in the sections on speech abnormalities, constitutional psychopathic inferiority, behavior effects of epidemic encephalitis, and psychotherapy. The chapters on psychoneuroses now precede those on the psychoses. The revised work consists of 21 chapters and an index; bibliographies are presented in footnotes and at the ends of chapters.—R. R. Willoughby (Clark).

1488. Courtois, A. *Certains agents étiologiques des syndromes de démence précoce (après 200 observations).* (Certain etiological factors in the syndromes of dementia praecox in 200 cases.) *Ann. méd.-psychol.*, 1935, 93, Part 2, 51-71.—In a study of

200 dementia praecox patients, 100 men and 100 women, 65% of the cases had some pathological condition in one or both parents. Nearly as many, 63%, had themselves suffered from attacks of some form of acute encephalitis or some general malady with a possibility of cerebral involvement. Psychopathic conditions and alcoholism appeared as the most important factors in the family histories. Syphilis and alcoholism in the grandparents were sometimes considered responsible for the unstable condition of the patient's parents. More than one fourth of the patients were foreigners (not French); of these, more than half were Jewish.—M. B. Mitchell (New Hampshire State Hospital).

1489. Credner, L. *Neurosis as retreat from responsibility.* *Int. J. indiv. Psychol.*, 1935, 1, 33-43.—Translation from *Int. Z. indiv. Psychol.*, 1933, 11, 207-215.—O. N. de Weerd (Beloit).

1490. Desreulles, M., & Gardien, P. *Consanguinité et troubles mentaux.* (Consanguinity and mental disorder.) *Ann. méd.-psychol.*, 1935, 93, Part 2, 168-189.—A brief summary is given of each of the important contributions to the problem of the influence of consanguinity on mental disease. Before 1859, they were quite unanimous in attributing mental disease directly to consanguinity whenever it occurred in the families of the mentally diseased. Beginning with the discussion at the meeting of the Société d'Anthropologie in 1859, there were many heated controversies on the subject. Gradually more and more investigators began to discredit the power of consanguinity in itself to cause mental or physical degeneracy. By 1900, the balance was in favor of considering consanguinity in itself quite harmless. Since then it has become more widely believed, at least among scientists, that quality of the families is the determining factor. If the heredity is bad, consanguinity causes an increase of the poor qualities, thus making them more frequent than if crossed with less tainted stock. On the other hand, consanguinity in healthy stock produces healthy offspring. In spite of religious and civil laws against consanguinity, as far as the production of mental disease is concerned it is harmless in itself. Bibliography.—M. B. Mitchell (New Hampshire State Hospital).

1491. Doll, E. A. *The measurement of social competence.* *Proc. Amer. Ass. ment. Def.*, 1935, 40, 103-123.—A preliminary standardization of the Vineland Social Maturity Scale is described. The scale consists of 117 behavior items arranged in approximate order of maturation from birth to adult life. It affords a measure of social competence which is useful in establishing the fundamental criterion of mental deficiency. Data regarding studies of its numerous variables are incorporated; uses to which the scale can be put are described; figures are cited regarding its probable reliability, validity, and practicability.—M. W. Kuensel (Cincinnati Children's Home).

1492. Eidelberg, L. *A suggestion for a comparative theory of the neuroses.* *Int. J. Psycho-Anal.*, 1935, 16, 439-445.—The author suggests the desira-

bility of a comparative study of the neuroses by the comparison of neurotic manifestations in a cross-sectional manner. He illustrates by a comparison of the conversion and phobic symptoms in the "wolf man" case.—*M. H. Erickson* (Eloise Hospital).

1493. Finkelstein, V. I. [Process psychosis.] *Probl. Psikhiat. Psikhopat.*, 1935, 1-32.—The process psychosis is defined by N. Brukhanski as a heterogeneous organic disease, characterized by intactness of spontaneous thought and dispersion of concepts; formation of concepts is difficult. The consciousness of reality is disordered, but the patient's consciousness is full of fear of the disease.—*A. Yarmolenko* (Leningrad).

1494. Finkelstein, V. I. [The structure of acute exogenous psychoses.] *Probl. Psikhiat. Psikhopat.*, 1935, 110-132.—Each acute exogenous psychotic state has different phases or grades in its development. Each phase has its own structure and leading moment. The disorders of consciousness are divided by the author into three types: (1) oniroid consciousness (as by Regie and Lasegue for the sensory disorders); (2) benumbed consciousness, in the sense of *Benommenheit*; (3) amentive consciousness (destruction of thinking).—*A. Yarmolenko* (Leningrad).

1495. Finkelstein, V. I. [The question of imbecility in progressive paralysis.] *Probl. Psikhiat. Psikhopat.*, 1935, 133-145.—Imbecility in progressive paralysis exists not as a difficult functioning but as an organic structural disorder. The peculiarity of this form is in the primary disorder of dynamic connections and relations of phenomena of the objective world and systematized knowledge of it. The fundamental clinical symptom is the paralytic giddiness, which can be observed even in the initial period of the disease.—*A. Yarmolenko* (Leningrad).

1496. Friedland, E. I. [An attempt at analysis of a self-description by a schizophrenic.] *Probl. Psikhiat. Psikhopat.*, 1935, 358-388.—*A. Yarmolenko* (Leningrad).

1497. Frumkin, S. Mongolian twins. *Proc. Amer. Ass. ment. Def.*, 1935, 40, 253-265.—Identical Mongolian twin girls aged 7 to 8 years were studied from the physiological, psychological, and sociological points of view. Findings are presented.—*M. W. Kuenzel* (Cincinnati Children's Home).

1498. Gegenheimer, R. A. Moron and borderline women under supervision in a controlled environment. *Proc. Amer. Ass. ment. Def.*, 1935, 40, 309-317.—A small general hospital was shown to provide a splendid work outlet for trial cases on parole from a state institution for the feeble-minded.—*M. W. Kuenzel* (Cincinnati Children's Home).

1499. Gonzalo, J. Contribución al estudio del esquizoide. (Contribution to the study of the schizoid.) *Arch. Neurol.*, 1934, 14, 909-926.—There are three theoretical points of departure in an investigation of schizoid phenomena—those of Kretschmer, of Bleuler and Bostroem, and of Kahn. The viewpoint followed is always in relation to the practical psychiatric problems involved.—*R. M. Bellows* (U. S. E. S. Div. Standards and Research).

1500. Gottschaldt, K. Formen der Ersatzhandlung bei schwachsinigen und psychopathischen Kindern. (Forms of substitute activities occurring in feeble-minded and psychopathic children.) *Ber. Kongr. dtsh. Ges. Psychol.*, Hamburg, 1932, 12, 337-341.—*H. Beaumont* (Kentucky).

1501. Gruhle, H. W. Die Sprachstörungen der Schizophrenie. (Verbal disorders in schizophrenia.) *Ber. Kongr. dtsh. Ges. Psychol.*, Hamburg, 1932, 12, 176-185.—The often fantastic verbal structures and neologisms of schizophrenics give an interesting insight into the way in which language is constructed. Even psychologists not interested in abnormal phenomena could profitably use this opportunity of peeping into the laboratory of language maintained by these patients.—*H. Beaumont* (Kentucky).

1502. Hackbusch, F. 270 patients on the waiting list. *Proc. Amer. Ass. ment. Def.*, 1935, 40, 319-335.—Of the 2827 individuals who are on the waiting list for admission to the institutions for mental defectives in Pennsylvania, 270 are already in mental hospitals or have some form of mental disease. Institutions for mental defectives are not equipped to handle these cases. Delay and expense result when cases are incorrectly classified for admission. A plea is made that in mental clinics where examinations are conducted prior to application for admission, greater emphasis be placed on accurate and detailed case histories and physical examinations, that psychologist and psychiatrist work together, and that clinic consultants be well versed in mental deficiency.—*M. W. Kuenzel* (Cincinnati Children's Home).

1503. Harshman, L. P. County infirmary habitation of the feeble-minded. *Proc. Amer. Ass. ment. Def.*, 1935, 40, 336-347.—Through the county commissioners, stabilized, trained patients from the Indiana institution for the feeble-minded are exchanged for urgent cases awaiting admission. This procedure fosters a desirable understanding between the county infirmaries and the State School whereby both working together render greater community service.—*M. W. Kuenzel* (Cincinnati Children's Home).

1504. Hofer, K. Querulantenwahn bei Ehegatten. (Paranoia in married couples.) Berlin: Triltsch & Huther, 1935. Pp. 37.—*R. R. Willoughby* (Clark).

1505. Hoppe, F. Versuche über Erfolgs- und Misserfolgserlebnisse psychopathischer und schwachsiniger Kinder. (Experiments on the experience of success and failure in psychopathic and feeble-minded children.) *Ber. Kongr. dtsh. Ges. Psychol.*, Hamburg, 1932, 12, 353-356.—Abnormal and subnormal children were invited to play a game of dexterity and to indicate in advance the time in which they were to finish it. Psychopaths were often incapable of recognizing failure and of discontinuing the activity after they had failed. This is especially true when these psychopaths are also slightly feeble-minded. In this case they often insisted in making the task harder for themselves when repeating it. The definitely feeble-minded children were not in the least discouraged by repeated failures, nor did

they lose interest in the situation.—H. Beaumont (Kentucky).

1506. Humphreys, E. J. Investigative psychiatry in the field of mental deficiency as shown by the Proceedings of the American Association of Mental Deficiency. *Proc. Amer. Ass. ment. Def.*, 1935, 40, 195-205.—Investigative psychiatry is defined as the study of the affective-emotional life. It represents the essence of investigation in the psychiatric field. An increasing interest in it is beginning to be manifested in the field of mental deficiency, although it has played but a minor role in the preceding work of the Association. The suggestion is offered that it might serve to coordinate the contributions of various specific approaches in a psychobiological study of "the organism as a whole." A quantitative study of papers presented at former meetings exhibits marked imbalances in the general research program in the field of mental deficiency. The author indicates directions in which research is urgently needed. To unify a general program collaborative research is suggested.—M. W. Kuenzel (Cincinnati Children's Home).

1507. Ivanova, I. I. [The phenomena of obsession.] *Probl. Psikhiat. Psikhopat.*, 1935, 102-110.—A case of epilepsy with obsessive ideas is described. The genesis of obsession is based on the contrast between the sensory wishes of the past and the sensory data experienced at present.—A. Yarmolenko (Leningrad).

1508. Jackson, A. S. The relation of hypothyroidism to mental deficiency. *Proc. Amer. Ass. ment. Def.*, 1935, 40, 92-95.—Cretinism in the U. S. is becoming more prevalent. Imbecility and deaf mutism result from hypothyroidism. In the Detroit public schools 8% of the mentally subnormal pupils are definitely the result of congenital hypothyroidism or endemic goiter. Future generations will suffer unless preventive measures are taken. Effort should be centered on recognition and treatment of the mentally defective hyperthyroid child and on the prevention of goiter. Resulting physical and mental benefits are significant.—M. W. Kuenzel (Cincinnati Children's Home).

1509. Jahrreis, W. Die angeborenen und früh erworbenen Schwachsinnzustände. (Congenital and early developed feeble-mindedness.) *Fortschr. Neurol. Psychiat.*, 1935, 7, 495-508.—The author first discusses the relationship between intelligence and character, with special reference to a commentary by Gütt, Rüdin and Ruttke. He feels that there is a closer bond between social behavior and intelligence than is usually considered in psychological thinking. He also finds significant in judging the social value of mental defectives an investigation by Meyer and one by Hoffmeister. Both studies were conducted in special schools. Other studies on which the author comments are: Geyer's on the endogenous and exogenous factors in mental deficiency; Schneider's on forms of epilepsy; Dearborn's on medical diagnosis and amentia, and many others. Bibliography.—D. S. Oberlin (Newark, Del.)

1510. Jelliffe, S. E., & White, W. A. Diseases of the nervous system; a text-book of neurology and psychiatry. (6th ed., rev.) Philadelphia: Lea & Febiger, 1935. Pp. 1175. \$9.50.—R. R. Willoughby (Clark).

1511. Jenkins, R. L., & Brown, A. W. The geographical distribution of mental deficiency in the Chicago area. *Proc. Amer. Ass. ment. Def.*, 1935, 40, 291-307.—Data were secured from cases examined at the Institute for Juvenile Research for a 9-year period. Results indicate that "the incidence of mental deficiency among children in various areas of Chicago is a sociological gradient correlated negatively with such indexes of social-economic status as rents and positively with such indexes of community disorganization as juvenile delinquency. The problem of mental deficiency in Chicago is in large part a problem of the deteriorated areas. Its incidence among children from rural areas appears to be relatively high."—M. W. Kuenzel (Cincinnati Children's Home).

1512. Jud, G. Zur Psychologie der Skrupulanten. Versuch einer konstruktiven Genese. (The psychology of scrupulosity; attempt at a constructive theory.) Freiburg/Schweiz: Paulusdr., 1935. Pp. 192.—R. R. Willoughby (Clark).

1513. Kaplun, D. The high-grade moron. A study of institutional admissions over a ten-year period. *Proc. Amer. Ass. ment. Def.*, 1935, 40, 68-89.—Is the high-grade moron essentially an institutional problem? The author cites evidence that the high-grade moron is institutionalized not because he has neglected to make use of the opportunities offered outside, but rather because society has neglected to offer him the opportunities his potentialities deserve. The need for a non-institutional program for high-grade defectives is indicated. Cases being committed at present show consistent pictures of environmental instability, inadequacy, poverty, and lack of academic opportunity and vocational guidance. That is, economic, familial, and social (including educational) inadequacies predominate. These results are based on a statistical analysis of 600 admissions.—M. W. Kuenzel (Cincinnati Children's Home).

1514. Kazanskaya, E. V. [The amnesic symptom complex.] *Probl. Psikhiat. Psikhopat.*, 1935, 177-192.—The amnesic symptom complex, as described in 1887 by S. S. Korsakov, is not a nosological unit and may be met with in different psychoses. Analyzing a case of amnesia after illuminating-gas intoxication, author understands the amnesic symptom complex as a post-processual state *sui generis* following a deep disorder of consciousness. As a result of defects and changes of consciousness, the thinking of the patients is disordered, as is also the process of conception of the external milieu. The disorder of space and time relations, as indicated by defective perceptions, is an important link.—A. Yarmolenko (Leningrad).

1515. Kinder, E. F. An approach to problems in the field of psychology at a state school for mental defectives. *Proc. Amer. Ass. ment. Def.*, 1935, 40,

44-56.—The author condones the lack of intimate information possessed by clinical psychologists about tests they use. In most cases the underlying features of the tests have not been correlated with the specific mental processes involved. Various approaches to such studies are delineated. The performance of certain groups of mental defectives on the Goodenough Drawing Test is described and a detailed description is offered of the mental functions on which such test performance depends. Certain Stanford-Binet tests and the tests of the Army Performance Scale are compared with Goodenough results. Mention is made of studies projected, of possible variations from year to year in the performance of subjects on various Binet subtests, and of experimentation along the lines of Lewin's free-situation technique.—*M. W. Kuenzel* (Cincinnati Children's Home).

1516. Kirk, S. A. Attitudes toward behavior problems in an institution for high-grade mentally deficient problem children. *Proc. Amer. Ass. ment. Def.*, 1935, 40, 368-384.—Results show the relative seriousness and prevalence of 48 problems of behavior. Methods used consisted of having teachers and cottage workers rank the items, of having them list problem and non-problem children, and of interviewing children regarding their attitudes toward these items. Talking, quarrelsomeness, lack of interest in work, etc. (aggressive behavior) were rated as more serious or prevalent than over-affectionateness, bashfulness, day dreaming, etc. (recessive behavior).—*M. W. Kuenzel* (Cincinnati Children's Home).

1517. Krapf, E. Die Seelenstörungen der Blutdruckkranken. Beiträge zur psychiatrische Alterspathologie und zu einer "Psychiatrie auf Pathophysiologie." (Mental disturbances associated with hypertension. Contributions to a psychopathology of senility and to a pathophysiological psychiatry.) Leipzig, Vienna: Deuticke, 1935. Pp. 120. RM. 6.00.—*R. R. Willoughby* (Clark).

1518. Kreezer, G. Motor studies of the mentally deficient; quantitative methods at various levels of integration. *Proc. Amer. Ass. ment. Def.*, 1935, 40, 357-366.—Distinct differences between the mentally normal and the feeble-minded are brought to light in the quantitative investigation of such motor phenomena as walking, simple joint movements, and coordination of antagonistic muscles determining individual joint movements. A study was also made of factors in the activity of antagonistic muscles, such as muscular tonus and irritability, and motor-nerve impulses transmitted to muscle. A brief description is given of the objectified and quantified investigative methods employed. Relations of such study to questions regarding the etiology of mental deficiency are discussed. It is anticipated that additional research may lead to increased clarity concerning the operational and developmental causes of mental deficiency. Results indicate that the feeble-minded tend to fall below the normal in the amplitude of practically all the movements examined, both passive and voluntary. Chronaxy level is plotted as

a function of mental age. The hypothesis is advanced that the higher level of chronaxy found for the low-grade feeble-minded group is due to developmental defects in the brains of these subjects.—*M. W. Kuenzel* (Cincinnati Children's Home).

1519. Künkel, F. Grundzüge der praktischen Seelenheilkunde. (Bases of practical psychotherapy.) Stuttgart, Leipzig: Hippokrates, 1935. Pp. 168. RM. 6.75.—*R. R. Willoughby* (Clark).

1520. Kurtz, J. I. Abnormal psychology and its clinical application. *Amer. J. Optom.*, 1935, 12, 427-449.—Brief résumé of points of view and clinical classifications.—*R. J. Beitel, Jr.* (American Optical Company).

1521. Kutanin, M. P. [The psychogenic moments in schizophrenia.] *Probl. Psikhiat. Psikhopat.*, 1935, 331-357.—*A. Yarmolenko* (Leningrad).

1522. Laignel-Lavastine, —, & Delaitre, —. Psychasthénique avec état de mal obsessionnel. (A psychasthenic with an obsessional disturbance.) *Ann. méd.-psychol.*, 1935, 93, Part 2, 218-222.—*M. B. Mitchell* (New Hampshire State Hospital).

1523. Leontieva, M. A., Pratushevich, M. R., & Toporova, M. B. [The reactive state and its course in children.] *Nov. Psikhonevrol. Del. Vozr.*, 1935, 82-95.—Two clinical groups of children with symptoms of reactive neurosis have been investigated, viz., the schizoid and hysteroid types. The children with schizoid reactions showed numerous hereditary traits, were physically weak, overworked and hypoactive in school. Children of the hysteroid group were younger, had fewer hereditary stigmas, and were physically weak but not overworked in school. Behavior disorders were displayed by the schizoid group mostly in school; the hysteroid group were unmanageable only at home. Bad environment at home and difficulties of work and social adjustment in school proved to be traumatic factors for schizoids. The hysteroid reactions were provoked by wrong treatment at home (mothers with hysteria and indulgence tendencies). Differences in the type of neurotic behavior are determined by constitutional predisposition and the specific nature of the traumatic factors. The means of treatment in both groups are: removal of the traumatic conditions, gradual incorporation into school and industrial work, and normal physical and psychic age development, offering possibilities for the development of interest.—*A. Yarmolenko* (Leningrad).

1524. Lewis, A. J. Psychological syndromes in central nervous disease. *Eugen. Rev.*, 1935, 27, 213-215.—If a behavior syndrome, usually regarded as functional, accompanies a somatic anomaly, it affords a means for determining the respective contributions of heredity and environment in mental disease. The physical condition is regarded as the environmental factor, the morbid manifestation as the inherited potential which becomes released by the noxa. Two encephalitic cases, showing respectively schizophrenic and obsessional disorders, had monozygotic twins who did not show the disorder because these twins had not encountered the environmental stimulus

which would release the functional potential. As nutritional, thermal, toxic, and electric influences bring about changes which affect the time and manifestation of inherited tendencies in creatures like *Drosophila*, so do developmental changes in the human organism determine the manifestation of personality trends. This view is important for the study of psychoses. Hitherto, behavior syndromes have been attributed to (1) the specific site and nature of the lesion, or (2) to a specific behavioral predisposition or *Anlage* of the patient, whereas actually (3) the manifestation of hereditary structures and functions depends on successive and developmental reactions to environment. Lewis' theories are based on observations of cases of cerebral tumor, arteriosclerosis, encephalitis lethargica, chorea, G. P. I., etc., concurring with acute mania, self-reproachful depression, paranoid schizophrenia, severe obsessional disturbances and hysterical dissociation, all usually regarded as endogenous or functional in origin.—G. C. Schwesinger (American Museum of Natural History).

1525. Linke, A. A. *A study in mental hygiene*. Los Angeles: Olive Leaf Press, 1935. Pp. 208. \$5.00.—R. R. Willoughby (Clark).

1526. Makhaeva, E. A. [On the condition of the motor functions in epileptic children.] *Nov. Psikhonevrol. Del. Vosr.*, 1935, 167-175.—The motor state of epileptic children was investigated by the method of life-necessary movements (Dernova-Yarmolenko). There have been drawn the motor profiles for speed, strength, exactness, and endurance of movements in comparison with the age and sex norms of coefficients. The experimental data showed that organic epilepsy gives in the majority of cases a motor backwardness connected with mental defects. Genuine epilepsy (most cases with normal intellect) displays normal motor functioning. On the whole, movements of epileptic children can be characterized as slow, strong, and rather exact. The motor endurance is pathologically high, especially in static work. The speed is low.—A. Yarmolenko (Leningrad).

1527. Marchand, L., Fortineau, J., & Petit, —. *Dépression mélancolique périodique et troubles fonctionnels des membres supérieurs*. (Periodical melancholic depression and functional troubles of the arms.) *Ann. méd.-psychol.*, 1935, 93, Part 2, 225-230.—M. B. Mitchell (New Hampshire State Hospital).

1528. Martimor, E. *L'autodidactisme en pathologie mentale*. (Autodidactism in mental pathology.) *Ann. méd.-psychol.*, 1935, 93, Part 2, 112-118.—For the psychiatrist, autodidactism is not merely self-instruction, but an attempt at self-instruction in subjects incomprehensible to the patient. It has formerly been pointed out in mental defectives and in some paranoiacs. The present paper stresses its occurrence in anxiety neurotics and in schizophrenics. Jean Jacques Rousseau was depressed and anxious in his youth. During this period he studied everything indiscriminately by himself. The patients who show marked anxiety may study to find some excuse for their anxiety in world or philosophical problems.

The schizoid may feel his separation from the rest of the world and seek an understanding and coordination in scientific studies. Frequently the attempt to study becomes a stereotyped activity; the patient merely sits and looks at the book.—M. B. Mitchell (New Hampshire State Hospital).

1529. Martz, E. W. *Echolalia in the mentally defective*. *Proc. Amer. Ass. ment. Def.*, 1935, 40, 523-526.—Echolalia is apparently a reflex-arc type of response which is carried on with little or no conscious thought. A similar process is observed in children during speech development. Occasionally it continues throughout childhood. Such persistent cases usually show personality deviations and mental regression. The condition is closely allied to the psychoses.—M. W. Kuenzel (Cincinnati Children's Home).

1530. McPherson, G. E. *Parole of mental defectives*. *Proc. Amer. Ass. ment. Def.*, 1935, 40, 162-166.—Selection of parolees among mental defectives is based on two interests, namely, the parolee's future and the community to which he will be paroled. Criteria for consideration include: intellectual ability, good personality, emotional stability, and good and extended training in all the practical manual arts. Ordinarily mental defectives do not become capable of satisfactory community adjustment until they are about 25 years old. On the basis of experience it is to be expected that one-fourth of all parolees will be failures.—M. W. Kuenzel (Cincinnati Children's Home).

1531. Millard, M. S., & Shakow, D. *A note on color-blindness in some psychotic groups*. *J. soc. Psychol.*, 1935, 6, 252-256.—The Ishihara test was administered to 839 psychotic patients. By using criteria more strict than usual, no difference was found between the psychotic group and Miles's results for normals. There was a definite increase in the number of anomalous responses.—E. B. Newman (Swarthmore).

1532. Minkovski, E. *La notion de compensation dans la psychopathologie contemporaine*. (The concept of compensation in contemporary psychopathology.) *Probl. Psikhiat. Psikhopat.*, 1935, 68-76.—Compensation as a balance of value of two things is well known in pathology. Two moments are present—a trauma and a reaction which serves as a balance. The emergence of lability and the compensatory filling of it must be understood only from a historical point of view.—A. Yarmolenko (Leningrad).

1533. Mosier, M. M., & Hames, E. R. *The identification of an amnesia victim by the use of scopolamine—an experiment*. *J. crim. Law Criminol.*, 1935, 26, 431-437.—A victim of amnesia, who asserted that he could not recall his identity for seven days of ordinary questioning, was given scopolamine. He readily stated his identity and other personal data, but reverted to his state of amnesia after the effects of the drug wore off. A later report indicated that the subject's "mental condition was favorable."—L. Ackerson (Institute for Juvenile Research).

1534. Papurt, M. J. The classification of defective delinquents. *J. crim. Law Criminol.*, 1935, 26, 421-430.—A classification is suggested which differs from those of Doll and of Branham in some respects.—L. Ackerson (Institute for Juvenile Research).

1535. Parcheminey, G. Le problème de l'hystérie. (The problem of hysteria.) *Rev. franç. Psychanal.*, 1935, 8, 12-35.—This writer reviews and classifies the theories of hysteria as follows: psychological theories (Janet and Babinski), physiological theories (Pavlov), biological theories (Kretschmer and von Monakow), physio-pathological theory of the school of Saint Anne, and the constitutional theory of Dupré. Freud's conception, purely psychological in development, is considered to be in harmony with all the others. Common to all is the concept of dissociation. Freud's theory is summarized and three modes of treatment (rest and isolation, suggestion, and the psychoanalytic method) are described.—J. McV. Hunt (Nebraska).

1536. Patten, C. A., & Matthews, R. A. Cerebral birth conditions, with special reference to myelogeny. *Arch. Neurol. Psychiat.*, Chicago, 1935, 34, 61-98.—A survey of 350 institutionalized feeble-minded persons revealed a general correlation between intellectual level and the degree of organic neurological involvement.—D. G. Marquis (Oxford, England).

1537. Pavlov, J. P. Essai d'une interprétation physiologique de la paranoïa et de la névrose obsessionnelle. (Essay on the physiological interpretation of paranoia and of obsessional neurosis.) *Encéphale*, 1935, 30, 381-393.—Certain new observations by the author support his conceptions. It is known that the first reaction of an animal at the time of the formation of a conditioned reflex is the movement toward the conditioned stimulus which becomes almost equivalent to food. Pavlov has found some dogs in which the motor reaction toward the source always persisted, even a year and a half after the cessation of the reflex, no matter what other conditioned stimuli were used. When the dogs were treated with bromide, the abnormal reaction ceased. Pavlov believes that there is here a specific disturbance of the functioning of nerve cells, a pathological change in the relations of excitation and inhibition. Excitation had become uppermost. The bromide by reinforcing the inhibition reestablished the normal condition. Clinicians of the human animal must consider three psychopathological facts: (1) the possibility of pathological points in the cortex which have been well isolated; (2) the pathological inertia of the excitation process; and (3) the ultra-paradoxical phase.—M. H. Piéron (Sorbonne).

1538. Picard, J. A propos d'un cas d'exhibitionnisme pur du type Lasèque: les exhibitionnismes par carence sexuelle. (A case of pure exhibitionism of the Lasèque type: exhibitionisms in the sexually impotent.) *Ann. méd.-psychol.*, 1935, 93, Part 2, 92-101.—M. B. Mitchell (New Hampshire State Hospital).

1539. Polibina, M. N. [Mental diseases of the involution period.] *Probl. Psikiat. Psichopat.*, 1935, 396-413.—A. Yarmolenko (Leningrad).

1540. Pratt, G. K. Standards of training of professional personnel in psychiatric clinics. New York: Committee on Mental Hygiene, 1935. Pp. 16.—The recommendations result from a study by the New York City Committee on Mental Hygiene of the State Charities Aid Association and the Mental Hygiene Section of the Welfare Council of New York City. The study was instigated by the finding that one-third the total number of patients admitted for the first time to these clinics failed to return for subsequent visits to the clinic of their original choice. The recommendations are based on a study and analysis of the professional backgrounds and training of many psychiatrists, psychologists and psychiatric social workers actually functioning in clinics. Minimum standards for these groups are given.—R. Goldman (Clark).

1541. Rosch, A. Mord und Mordversuch bei Psychopathie. (Murder and attempted murder in psychopathy.) Giessen: Meyer, 1934. Pp. 42.—R. R. Willoughby (Clark).

1542. Schiff, P. Conséquences psychiatriques de la stérilisation. (Psychiatric consequences of sterilization.) *Bull. Soc. Sexol.*, 1934, 1, 283-295.—The congenital eunuch has no regret for a function he has never known, but he envies the normal man those joys which he does not know. The voluntary eunuch is most often disequibrated, insane or perverse. The man emasculated by force or accident suffers cruelly from his condition, and is morose and surly.—M. H. Piéron (Sorbonne).

1543. Schiff, P. L'évolution des idées sur la folie de persécution. Conceptions psychiatriques et psychanalytiques des paranoïas. (The evolution of ideas concerning persecutory psychoses. Psychiatric and psychoanalytic conceptions of paranoia.) *Hyg. ment.*, 1935, 30, 93-114; 117-136; 137-153.—The author gives a long summary of the different investigations of this problem. Psychoanalysis corroborates the work which psychiatry before the war sought in reconstructing the paranoia of Sérieux-Capgras and Kraepelin. It has discovered the mechanisms and essential themes of all cases characterized by systematized ideas of persecution. If psychiatrists will take account of these analytic facts they can clarify their science; but the analysts must understand the necessity of controlling their deductions by statistical observations on many subjects. There is a bibliography of about 250 titles.—M. H. Piéron (Sorbonne).

1544. Schiff, P. Les paranoïas et la psychanalyse. (The paranoias and psychoanalysis.) *Rev. franç. Psychanal.*, 1935, 8, 44-105.—A review of 203 contributions both psychiatric and psychoanalytic to the understanding of paranoia.—J. McV. Hunt (Nebraska).

1545. Schwarz, O. Sexualpathologie. Wesen und Formen der abnormen Geschlechtlichkeit. (Sexual pathology. Nature and forms of abnormal sexuality.) Vienna, Leipzig, Berne: Weidmann, 1935. Pp. 271. RM. 14.00.—R. R. Willoughby (Clark).

1546. Seelert, H. Symptomatische Psychosen. (Symptomatic psychoses.) *Fortschr. Neurol. Psy-*

chiat., 1935, 7, 509-513.—This is a brief survey of recent publications in the field of symptomatic psychoses, including Kahn's work on the significance of originality of personality in the patient for his psychosis; the theories of Gottschick and his disinclination to accept the classification of symptomatic psychoses on the basis of exogenous reaction types. Also discussed is the work by Curtius and Wallenberg on pneumonia delirium. The author also finds that in the last year psychiatrists have shown an increased interest in pellagra, and comments upon articles by Meyer, Pfeiffer, Stubbe, and Teglbjaerg on the subject. Bibliography.—D. S. Oberlin (Newark, Del.).

1547. Seelmann, K. A case of seeming feeble-mindedness and its treatment in the elementary school. *Int. J. indiv. Psychol.*, 1935, 1, 100-108.—Translation from *Int. Z. indiv. Psychol.*, 1931, 9, 192-199.—O. N. de Weerdt (Beloit).

1548. Seif, L. Neurosis and weakness of will. *Int. J. indiv. Psychol.*, 1935, 1, 79-85.—Translation from *Int. Z. indiv. Psychol.*, 1933, 11, 201-207.—O. N. de Weerdt (Beloit).

1549. Shevalev, E. A. [The question of work therapy of neuroses and psychoses.] *Probl. Psikhiat. Psikhopat.*, 1935, 44-67.—Work therapy in neuroses is a psychotherapeutic factor. In psychoses it acts as a socializing factor, forming new habits and leading to the practical application of the residual work ability of the patients.—A. Yarmolenko (Leningrad).

1550. Sokolova, O. P. [Psychic peculiarities of children with different forms of epilepsy.] *Nov. Psikhonevrol. Det. Vozr.*, 1935, 176-198.—Epileptic degeneration of personality, secondary dementia, and behavior changes are often observed in symptomatic epilepsy, i.e., in localized organic lesions of the central nervous system. The tendency toward progressive psychical changes is observed in the same cases. There are two main biological types of epileptic children: (1) those with biologically defective dysplastic status, degenerative stigmas, defects in the motor sphere and in the intellect, retarded development, and a tendency toward deterioration; (2) those with an athletoid status, normal motor sphere, absence of marked mental defects, and a slow rate of the epileptic process. Sub-types and clinical cases are given.—A. Yarmolenko (Leningrad).

1551. Soldunova, A. F. [The motor mimicry in some neuropsychic diseases.] *Nov. Psikhonevrol. Det. Vozr.*, 1935, 139-149.—The motor mimicry of defective children has been investigated by Quint's method. Mental development and the development of voluntary movements show a high degree of correlation. Hysterical children give a lower coefficient for mimic voluntary movements than normal children of the same age. The temperament, the kind of illness, and the constitution have an influence on the experimental data obtained. Organic defects lower the coefficients in proportion to the extent of the lesions.—A. Yarmolenko (Leningrad).

1552. Starr, A. S. By-products of clinical research in terms of community education. *Proc. Amer. Ass.*

ment. Def., 1935, 40, 96-102.—Every clinic should have a definitely planned program for publicizing accurate information about its work, and especially about that concerning mentally retarded children. The work of the mental hygiene clinic of Rutgers University is described. Family contacts are made as cases are brought in for examination; visits of school teachers are welcomed; clubs are addressed; and advanced students are informed of the problems in this field of work.—M. W. Kuenzel (Cincinnati Children's Home).

1553. Steele, A. H. A study of nocturnal enuresis in an institution for children. *Proc. Amer. Ass. ment. Def.*, 1935, 40, 127-134.—In an institution for the training of high-grade mental defectives 14% of all admissions over a 2-year period were found to be habitual bed-wetters. Approximately 150 were given special study to determine causation and treatment. Permanent cure resulted quickly and easily in over 97% of the cases. In 86% a system of awakening the child and calling him to the toilet caused permanent cure. Of the remaining 20 children who reverted to their former habit when calling was discontinued, 8 were cured by administering caffeine at bedtime. This was given for its effect as a cortical stimulant with the idea of reducing the depth of sleep. Four others were cured by a special session of hospitalization which was deliberately planned to make the patient feel uncomfortable due to enforced confinement and to make him conscious that special efforts were being made to cure him. The various methods are described in detail.—M. W. Kuenzel (Cincinnati Children's Home).

1554. Street, R. F., & Fuller, M. Community responsibility for the care of the mentally deficient child. *Proc. Amer. Ass. ment. Def.*, 1935, 40, 190-193.—Battle Creek's community program for the care of the mentally deficient children is described. Early recognition of such children is based on broad clinical study. Treatment, as planned, avoids making them feel different from others. Special classes in a special school are attended by choice and differ in other respects from the ordinary special class. Their training is planned to insure optimum growth; while training of their parents leads to more adequate social supervision.—M. W. Kuenzel (Cincinnati Children's Home).

1555. Sullivan, E. B. Allergy in relation to intelligence and school success in children. *J. juv. Res.*, 1935, 19, 173-179.—All of the children coming at least bi-weekly for treatments to an allergy clinic at the Children's Hospital in Los Angeles were given two or more psychological tests. This group of individuals with allergic difficulties was very similar in intellectual level and dispersion as well as in school placement to a control group of non-allergic children. There was only very slight evidence of more school retardation among the allergy victims than should be expected, if their illness had not handicapped them. Attempts to discover the incidence of eczema and asthma among certain groups of the feeble-minded yielded unsatisfactory returns.—H. L. Koch (Chicago).

1556. Toporova, M. B. [Changes in the character in connection with the reactive state.] *Nov. Psikhonevrol. Del. Vozr.*, 1935, 74-81.—The etiology of the reactive state in children and the outward and inward factors of the types of character have been investigated. There are determined the specific traits of the following types: extravert, hyperemotional, aggressive, sensitive, fantastic, infantile, introvert, and torpid. The factor of age also has its influence, activating one form of reactions and inhibiting other forms. The stability of reactions and their variability change from one form to another.—A. Yarmolenko (Leningrad).

1557. Vanuxem, M. The prevalence of mental disease among mental defectives. *Proc. Amer. Ass. ment. Def.*, 1935, 40, 242-249.—At the Laurelton State Village in Pennsylvania, an institution accepting only adult mental defectives, 8% of admissions were psychotic or have become so. Tabulation is made of family history of mental disease, educational attainment, Binet IQ, and type of psychosis. Such cases should not be received in an institution for mental defectives. At the time of classification for institutional placement cases should be scrutinized more carefully for evidence of disease and deterioration; intelligence quotients should be buttressed by carefully checked family, developmental, and school histories; where second IQ's are appreciably lower than first ones the question of mental disease should immediately be raised; and, finally, it is probable that in childhood and adolescence many cases of mental disease are disguised as mental deficiency.—M. W. Kuenzel (Cincinnati Children's Home).

1558. Vaux, C. L. Family care of mental defectives. *Proc. Amer. Ass. ment. Def.*, 1935, 40, 168-188.—In trying out this European system in America, homes were selected in small rural villages located near the main institution. Patients selected for home care were those not requiring special medical and educational attention. The author discusses in detail the methods and advantages of such care. It is considered very practical.—M. W. Kuenzel (Cincinnati Children's Home).

1559. Vié, J., & Quéron, P. La vieillesse de quelques déments précoces. (The old age of some dementia praecox patients.) *Ann. méd.-psychol.*, 1935, 93, Part 2, 190-207.—Six cases of old dementia praecox are described. The patients are less negativistic, aggressive, and impulsive than in their younger days. They show deterioration on the Binet-Simon intelligence test. They cannot learn new material and have forgotten much of their past. They are partially oriented for time and place, but seem to be living in a timeless, spaceless, and non-social environment. They are as unconcerned for the future as for the past. They sometimes know the day of the week but not the month or year. They may be able to tell the names of other patients, but may never speak to them. Some speak of different remote places as if they were in all of them at once. Physical signs of senility and arteriosclerosis were present.—M. B. Mitchell (New Hampshire State Hospital).

1560. Weisfeld, M. I. [The syndrome of influence.] *Probl. Psikhiat. Psikhopat.*, 1935, 77-101.—The syndrome of influence is analyzed phenomenologically. The main trait of the syndrome is not its content, but the feeling of alien origin, of exogenous power. The suggested thought can be explained by the patient, but it really exists for him. The analysis into primary, secondary, and recessive symptoms is necessary for the understanding of the structure of the syndrome of influence.—A. Yarmolenko (Leningrad).

1561. Weizsäcker, V. v. Soziologische Bedeutung der nervösen Krankheiten und der Psychotherapie. (The sociological meaning of nervous diseases and psychotherapy.) *Zbl. Psychotherap.*, 1935, 8, 295-304.—All great political and religious crises are accompanied by suprapersonal disturbances and hence an increase of neuroses. This aspect of the neuroses lies outside psychology, and the objective political and ecclesiastical structures must be sharply separated from the collective unconscious. This both curtails and emancipates "pure" psychotherapy. Unlike past upheavals, the present surge toward life unity and a political world view is concerned with life forms (sacrifice of the private sphere and intensification of the inner life) rather than with ideas. As historical and social phenomena materialize on the basis of destitution, anxiety or despair, in functional and organic pathology, the physician becomes the unifying intermediary between the political world and material nature. From the above standpoint, the author discusses the will and responsibility; ethical training; neuroses; social psychotherapy; working capacity as an index of social value; industrial compensation; and the therapy of unemployment through military service.—M. E. Morse (Baltimore).

1562. Wolf, I. J. Strephosymbolia vs. congenital word blindness. *Proc. Amer. Ass. ment. Def.*, 1935, 40, 446-462.—Reading disability may occur in either dominantly left-handed or right-handed children as well as in those whose dominance is not firm or has been disturbed. Mirror writing in the left-handed may be secondary to the reading disability. Such factors as a lack of dominance or the possible confusion resulting therefrom are insufficient to explain the occurrence of special reading disability. The author shows that errors in reading are due to faulty perception and recognition, associative interference, and the substitution, etc., of words in the reading of meaningful material. Cases are cited.—M. W. Kuenzel (Cincinnati Children's Home).

1563. Wolfe, M. M. President's address to the American Association on Mental Deficiency in Chicago on April 26, 1935. *Proc. Amer. Ass. ment. Def.*, 1935, 40, 348-356.—The author, herself a psychiatrist and for years superintendent of a leading state institution for mental defectives, disagrees with the usual opinion that mental deficiency is primarily a medical problem. Rather, it is one of training. Due to the age factor, when mental defectives are committed to the institutions medical therapy, in most instances, is impractical, if not impossible. Medical studies, supervision, and advice are essential in dealing with the problem, but of equal, if not even greater im-

portance in our present state of knowledge, is the education and training of these partially developed minds to their fullest capacity. Knowledge about mental deficiency during the past several decades has progressed to a far greater degree through psychological, educational and social studies than through medical researches.—*M. W. Kuenzel* (Cincinnati Children's Home).

1564. Yarmolenko, A. V. [The motor sphere of psychoneurotic children.] *Nov. Psikhonevrol. Det. Vosr.*, 1935, 149-167.—The motor sphere in patients of the psychoneurological clinic of the Institute for Health Protection of Children and Youth (Leningrad) has been investigated by the method of necessary movements of Dernova-Yarmolenko, and the motor profiles have been drawn for the diagnostic groups. In cases without physical and intellectual defects the motor development is not reduced below that of normal children, but the structure of the motor sphere shows changes in the relations of the motor components: speed, strength, exactness, and motor endurance. Each of the diagnostic groups has its own characteristic motor structure.—*A. Yarmolenko* (Leningrad).

[See also abstracts 1345, 1349, 1398, 1402, 1414, 1440, 1464, 1467, 1569, 1609, 1610, 1611, 1643, 1653, 1658, 1684, 1693, 1696, 1729, 1738, 1744, 1748, 1762, 1768, 1777, 1782.]

PERSONALITY AND CHARACTER

1565. Boda, S. v. Zur Frage einer rein psychologischen Typenlehre. (The question of a purely psychological typology.) *Ber. Kongr. dtsh. Ges. Psychol., Leipzig*, 1934, 13, 114-117.—*H. Beaumont* (Kentucky).

1566. Brown, F. Personality inventory for children. New York: Psychological Corporation, 1935. 2½ cents per test (\$2 per 100); 15 cents per specimen set.—A list of 80 Yes-No statements devised for use in discovering and anticipating neuroticism among children 9 to 14 years of age. So far, investigations have revealed no relationship between the neurotic scores obtained from the inventory and socio-economic status, chronological age, intelligence, and sex. Norms based on 2748 unselected cases from ages 9 to 14 inclusive are presented. The examiner's manual reports no evidence on the reliability and validity of the inventory.—*O. K. Buros* (Rutgers).

1567. Brugger, H. Persönlichkeit und Beruf. (Personality and occupation.) *Ber. Kongr. dtsh. Ges. Psychol., Hamburg*, 1932, 12, 297-300.—*H. Beaumont* (Kentucky).

1568. Caullery, M., Janet, P., Bougle, C., Piaget, J., & Febvre, L. L'individualité. (Individuality.) Paris: Alcan, 1935. Pp. 158. 15 fr.—Caullery writes of the principal aspects of individuality in organisms; Janet, of individuality in psychology. Bougle relates the individual to the social organization and history. Piaget not only considers the individual in history but emphasizes the individual and the formation of reason. Febvre draws the psychological portrait of the historical personage. From these presentations

the problem of individuality would seem to lie in the search for the causes which lead to the unification of various biological, psychological, and social elements.—*M. H. Piéron* (Sorbonne).

1569. Clark, W. H. Two tests for perseverance. *J. educ. Psychol.*, 1935, 26, 604-610.—Scores on word-building and number-building tests were correlated with ratings on perseverance made by 5 to 8 teachers who lived with and taught 71 boys of secondary-school age. The reliability coefficient for the average single rater was .68. The *r*'s between the ratings and the word-building and number-building tests were .21 ± .08 and .45 ± .07. When the tests were administered in another preparatory school the *r* between the number-building test and ratings was .44 ± .08. In a third study with 23 boys scores on the tests were correlated with ratings on classroom perseverance and ratings on "general" perseverance. The *p*'s ranged between .49 and .76. It is concluded that the tests are of value in gauging the perseverance of boys, and that the data repudiate the doctrine of specificity of personality traits. The tests and the necessary instructions are given.—*A. W. Melton* (Missouri).

1570. Drohocki, Z. Nowe drogi typologii. (Teoria wyznaczników.) (New ways toward a typology; the theory of determinants.) *Kwart. psychol.*, 1935, 6, 275-314.—Current typologies rest upon an arbitrary basis which is independent of the quantity and quality of the cases investigated. The traits selected for a type must be concrete and tangible, non-formal or abstract but essential, and not arbitrary. A trait that has the greatest frequency, resistance and stability constitutes a determinant. Combinations of determinants which may be biologically or functionally connected are basic attitudes. The number of basic attitudes varies individually. Only the relation of basic attitudes (corresponding, conflicting, or in some way specific) forms the foundation of the multidimensional structure of a personality, which in turn becomes the basis of typological groupings.—*T. M. Abel* (Progressive Education Association).

1571. Dybowski, M. Perseveration as a measure of negativism, and its estimation by means of photographs. *Kwart. psychol.*, 1935, 6, 221-236.—A test for measuring perseveration (used also as an indicator of negativism) was given to 824 girls between the ages of 6 and 20. It was found that perseveration increases during puberty and falls off after this process is completed. Results of the test correlate for the most part quite highly with teachers' estimates of negativism among their pupils. An additional study of estimating character traits from photographs was made by judges who were both acquainted and unacquainted with the subjects, estimates of the former being considerably more reliable than those of the latter.—*T. M. Abel* (Progressive Education Association).

1572. Enke, W. Neuere Ergebnisse auf dem Gebiet der experimentellen Typenpsychologie. (Recent developments in the field of experimental type psychology.) *Ber. Kongr. dtsh. Ges. Psychol., Hamburg*, 1932, 12, 321-322.—*H. Beaumont* (Kentucky).

1573. **Krauss, E. O.** *The pessimistic attitude.* *Int. J. indiv. Psychol.*, 1935, 1, 86-99.—Translation from *Int. Z. indiv. Psychol.*, 1933, 11, 90-103.—O. N. de Weerdt (Beloit).

1574. **Laird, D. A.** *More zest for life.* New York: McGraw-Hill, 1935. Pp. ix + 327. \$2.50.—Modern psychologists offer a wide range of practical knowledge helpful in combating "malignant tedium" or discontent which prevents full enjoyment of life. Life is repetition, and repetition dulls interest. "Interest . . . however, springs from within the individual, and is not held by something intrinsic in external situations." Happiness likewise comes from within. Emotional energy is produced and expended in regular cycles, varying for the individual from a week to three months. One may plot his own cycle on a chart which is given, and thus by anticipating his moods of elation or depression, adjust himself to them more efficiently. Destruction of zest in life may be caused by excessive ambition; by undue repression; by unreasoning fear of death, old age, or other things; and by the cultivation of a New England conscience. The upward swing may be prolonged by laughter and play; zest thrives upon handicaps to overcome, and even upon pain. A person who is emotionally mature can control these factors and adapt his life to circumstances as necessity arises. "What the average man needs is not greater ability, but more effective readaptation."—M. P. Montgomery (Faribault, Minn.)

1575. **Lersch, P.** *Probleme und Ergebnisse der charakterologischen Typologie.* (Problems and results of characterological typology.) *Ber. Kongr. dtsch. Ges. Psychol.*, Leipzig, 1934, 13, 76-97.—Until a complete picture of man in all of his relationships can be obtained, any typology can claim to grasp only certain aspects and phases of man and generalize from these toward a grasp of the total structure. Frequently the existing typologies give the cue to an understanding of an individual; but they also have further usefulness, for their very multiplicity is evidence of the number of possible relationships in human life and contributes much to a universal science of man toward which the most diverging efforts of empirical scientists and philosophical thought are collaborating more than ever.—H. Beaumont (Kentucky).

1576. **Maller, J. B.** *The C A S E inventory; for the measurement of some fundamental aspects of character and personality.* New York: Teachers College, Columbia Univ., 1935.—A battery of four tests: C, "controlled association test for the indirect measurement of emotionalized response patterns (irrationality)"; A, "adjustment test—a self-description inventory of personal and social adjustment"; S, "self-scoring test for the measurement of honesty in classroom situations"; and E, "ethical judgment test—problems of moral conflict, and a self-evaluation in respect to ethical standards." There are two forms of the test. The odd-even reliabilities of the four subtests are above .90. The test has been given to children in grade V and above, to high school pupils and college freshmen, and to adults. The items in the

test are those which were found to differentiate normal and abnormal subjects.—R. Goldman (Clark).

1577. **Märker, F.** *Der praktische Wert der Physiognomik.* (The practical value of physiognomy.) *Industr. Psychotech.*, 1935, 12, 298-308.—Arguments for and against the practice of physiognomy and the relation of character traits to physiognomic characteristics of five individuals is discussed.—R. M. Bellows (U. S. E. S. Div. Standards and Research).

1578. **Moers, M.** *Zur Psychologie der Selbstwert-erlebnisse.* (The psychology of experiences of self-worth.) *Ber. Kongr. dtsch. Ges. Psychol.*, Hamburg, 1932, 12, 389-390.—H. Beaumont (Kentucky).

1579. **Ostankov, P. A.** [Temperament and character.] *Probl. Psikhiat. Psikopat.*, 1935, 466-473.—A scheme of investigation of temperament and character in psychiatric practice as applied to the premorbid personality, and a profile of characterological development before the illness.—A. Yarmolenko (Leningrad).

1580. **Peillaube, E.** *Caractère et personnalité.* (Character and personality.) Paris: P. Tequi, 1935. Pp. 222.—This posthumous volume contains 11 chapters in which character and personality are discussed from the standpoint of definition, physical basis, underlying forces of heredity, habit and imagination. The second part of the book is entirely devoted to personality, to free will, and to the influence of the image and the idea on the will. Two additional chapters were to have been written on the individual's resources for the remaking of his character.—M. H. Piéron (Sorbonne).

1581. **Rieffert, J. B.** *Methoden und Grundbegriffe der Charakterologie.* (Methods and fundamental concepts of characterology.) *Ber. Kongr. dtsch. Ges. Psychol.*, Leipzig, 1934, 13, 98-108.—The science of character has not yet become systematic because of the difficulty of defining character. Furthermore, though it is an empirical science, its concepts are derived from two sources: empiricism and the meaning of man's behavior. As a result, characterology is at once inductive and deductive. More than any other science characterology has to protect itself against charlatans, and it is hoped that for this reason workers in this field will unite to put their combined services at the disposal of the German national socialistic movement.—H. Beaumont (Kentucky).

1582. **Roback, A. A.** *Improving your personality.* Cambridge: Sci-Art, 1935. Pp. 40.—The aim of the booklet is to set forth characteristics which count in an estimate of personality, and to suggest some of the simple means for improving these characteristics and qualities. The aspects of personality which are discussed are: physical, speech, emotional, temperament, social, and tact.—R. Goldman (Clark).

1583. **Seidler, R.** *Understanding the pupil's personality.* *Int. J. indiv. Psychol.*, 1935, 1, 71-78.—Translation from *Int. Z. indiv. Psychol.*, 1932, 10, 304-311.—O. N. de Weerdt (Beloit).

1584. **Thorndike, E. L.** *The interests of adults.* II. *The interrelations of adult interests.* *J. educ.*

Psychol., 1935, 26, 497-507.—A continuation of the report on adult interests (*J. educ. Psychol.*, 1935, 26, 401-410). On 16 items which were rated on an 11-point scale the retest of 122 S's after two years indicated a high consistency of interest ratings. A study of the intercorrelations of the ratings given the 16 items, when either corrected or not corrected for "individual differences in the tendency to enjoy, in optimism, and in the use or misuse of the scale," revealed evidence for the following important factors in the interests of the adults used in this study: (1) average or total tendency to enjoy ("Gen. Like"); (2) liking for social intercourse, including talking; (3) liking for utility; (4) liking for the world of ideas and fancy; (5) liking for music; (6) liking for outdoor sport. The author concludes that there is great specialization of interests and that the group factors seem more related to the characteristics of the situations responded to than to unitary "traits" in the persons.—A. W. Melton (Missouri).

1585. Toporova, M. B. [The method of characterological investigation of the personality of children and youth.] *Nov. Psikhonevrol. Det. Vozr.*, 1935, 59-74.—The method aims: (1) to find out the contents of the subject's consciousness, the degree of systematization of his life experience; (2) to determine his emotional sphere and its deviations; (3) to diagnose the form of temperament and the principal qualities of his characterological structure. The investigation is carried out through individual conversation about the following: (1) how the subject's environment is reflected in his psychic functioning; (2) the affective reactions accompanying the life situations; (3) the dynamics of the evolution of social and work tendencies, the interests and the social and political orientations; (4) the attitude of the subject to his own personality. During the conversation all the subject's reactions are recorded in the investigation sheet. The systematized conversation consists of three parts: autoamnesia, activity and direction of interests, and autoanalysis. The contact between the subject and the experimenter and the psychomotor appearance of the subject must be recorded.—A. Yarmolenko (Leningrad).

1586. Traxler, A. E. Evaluation of scores of the high-school pupils on Droba-Thurstone attitude-toward-war scale. *J. educ. Psychol.*, 1935, 26, 616-622.—A study of the reliability and validity of the Droba-Thurstone scale when used with high-school pupils. Groups of from 21 to 26 pupils from the four high-school levels and from the sub-freshman level were used. The reliability coefficients (Form A vs. Form B) ranged between .635 and .806, with no consistent trend as a function of educational level. "As to validity, there tends to be so much difference between the highest scale value and the lowest scale value of the statements checked by individual pupils that it is doubtful whether the scale really measures what it is intended to measure, when it is used at the high-school level."—A. W. Melton (Missouri).

1587. Vialle, L. *Le désir du néant. Contribution à la psychologie du divertissement.* (The desire for

non-existence. Contribution to the psychology of amusement.) Paris: Alcan, 1935. Pp. 748.—Amusement is defined in a Pascalian sense. The basis of all constructs of human thought lies in the will to conceal the normal end of life. Everything is subterfuge to make one forget the fatal curve of time. The author's counsel is: "Let all the force that remains with us swarm into chimerical desires. When all hope is closed to us, we shall know how to save ourselves from our distress."—M. H. Piéron (Sorbonne).

[See also abstracts 1393, 1442, 1476, 1542, 1556, 1656, 1671, 1727, 1731, 1734, 1773, 1774, 1776.]

SOCIAL FUNCTIONS OF THE INDIVIDUAL

1588. Ach, N. *Zur psychologischen Grundlegung der sprachlichen Verständigung.* (The psychological foundation of verbal communication.) *Ber. Kongr. dtsh. Ges. Psychol.*, Hamburg, 1932, 12, 122-133.—H. Beaumont (Kentucky).

1589. Ach, N. *Ueber die Determinationspsychologie und ihre Bedeutung für das Führerproblem.* (Determinational psychology and its significance for the problem of leadership.) *Ber. Kongr. dtsh. Ges. Psychol.*, Leipzig, 1934, 13, 111-112.—H. Beaumont (Kentucky).

1590. Beynon, E. D. Social mobility and social distance among Hungarian immigrants in Detroit. *Amer. J. Sociol.*, 1936, 41, 423-434.—Hungarian immigrants in Detroit may be divided into two principal classes, based upon the social stratification of Hungary. To the one class belong the members of the intelligentsia, who are relatively few in number owing to the selective character of the migration. To the other class belong both skilled and unskilled laborers and tradesmen. Members of the intelligentsia who cannot maintain their former occupations or any of commensurate status tend to sever all connection with their fellow-countrymen. Another group consists of those members of the intelligentsia who have been able to maintain their occupational status through the protection of the foreign-language colony. A third group is made up of those who have been able to maintain, or improve, their status outside the Hungarian colony. Among these successful members of the Hungarian intelligentsia there develop hostile attitudes accentuating the class prejudice toward Hungarians of lower status, while at the same time an effort is made to gain acceptance among the socially élite of the American group. Hungarian immigrant society is thus deprived of the leadership of its successful members.—(Courtesy *Amer. J. Sociol.*)

1591. Brown, J. F. *Towards a theory of social dynamics.* *J. soc. Psychol.*, 1935, 6, 182-213.—A sharp distinction is drawn between a "class" theory, which deals with statistical generalizations, and a "field" theory, which deals with concepts which are the product of a hypothetical-deductive method. The writer, following Lewin and Carnap, believes the latter constitutes the most important advance of modern scientific methodology. He then introduces the concept of the social field, a field of undefined

locus which must be dealt with in terms of non-metrical dynamical concepts, in part by the methods of topology. Some of the concepts necessary in this social field are vectors or lines of field force, locomotion, membership character, fluidity, boundaries and barriers. The concept of the group mind is criticized on the basis of this discussion and an illustrative example is given.—*E. B. Newman* (Swarthmore).

1592. **Bühler, K.** *Das Ganze der Sprachtheorie, ihr Aufbau und ihre Teile.* (The theory of language, its structure and parts.) *Ber. Kongr. dtsh. Ges. Psychol., Hamburg, 1932, 12, 95-122.*—Though the fundamentals of language consist of concrete speech events (sound, etc.), the concept of language as a system of signs and signals is essential. The analytical concept of speech as a chain of physiological and physical processes, beginning in the speaker's and ending in the listener's brain, is inadequate because it fails to consider these sound waves as signs. Without this connotation they would be extremely ineffective, because of the minute energy changes they involve. Speech serves its function in three possible ways: as a means of self-expression, as an appeal to others, and as a symbol. The symbolic function is of primary significance in human language and is its most distinguishing feature.—*H. Beaumont* (Kentucky).

1593. **Calón, E. C.** *Criminalidad infantil y juvenil.* (Child and juvenile delinquency.) Barcelona: Libreria Bosch.—Drawing on his experience as judge of the Barcelona juvenile court, Calón treats his subject from the viewpoint of sociology, psychopathology and correctional education. The main topics discussed are: causes and present state of juvenile delinquency; organization, management and reform of institutions for wayward minors; probation; placement in foster homes; and institutional treatment.—*M. E. Morse* (Baltimore).

1594. **Cantor, N.** *Conflicts in penal theory and practice.* *J. crim. Law Criminol., 1935, 26, 330-350.*—Penal theory in America is in a confused state because it attempts to serve two conflicting aims, retribution or punishment on the one hand and reformation or prevention on the other. A rational penal theory will aim at the protection of society through reformation of the improvable prisoner and permanent segregation of the unimprovable. It will not traffic with "punishments" as such, which are ineffectual in deterring prisoners from further crimes.—*L. Ackerson* (Institute for Juvenile Research).

1595. **Cassirer, E.** *Die Sprache und der Aufbau der Gegenstandswelt.* (Language and the structure of the objective world.) *Ber. Kongr. dtsh. Ges. Psychol., Hamburg, 1932, 12, 134-145.*—*H. Beaumont* (Kentucky).

1596. **Clark, B.** *The effect of binocular imbalance on the behavior of the eyes during reading.* *J. educ. Psychol., 1935, 26, 530-538.*—An experimental study was made to determine whether ocular imbalance (exophoria—the tendency of either or both eyes to turn out when fusion is prevented by the use of a displacing prism) would affect the fixations, regres-

sions, time prior to initial forward movements, and the duration and extent of divergence movements of the eyes at the beginning of each line of print, with special reference to the analysis of reading disability and remedial reading. 11 S's with marked binocular imbalance were matched with 11 S's having approximately correct binocular balance as to sex, reading comprehension, and linguistic ability. Photographic records of horizontal and vertical movements of both eyes were obtained during reading. The exophoric group made greater divergence movements at the beginning of the lines. It is suggested that these divergence movements cause excessive reading fatigue and are of importance from the point of view of remedial reading. No other significant differences between the groups were obtained.—*A. W. Melton* (Missouri).

1597. **Clauss, L. F.** *Die germanische Seele.* (The Germanic mind.) *Ber. Kongr. dtsh. Ges. Psychol., Leipzig, 1934, 13, 39-56.*—The Nordic race is characterized by doing, the "Phalian" by persistence. Out of these two the Germanic mind has arisen. The author shows characteristic differences by means of photographs and discusses the differences in emotional reactions. The Nordic takes a more objective attitude towards emotions and can control them by mental effort; the "Phalian" indulges his emotions until exhausted. Contrasted to these types is the Arabic, members of which manifest their emotions on the spur of the moment but do not let them modify their future behavior. One moment to them seems disconnected with regard to preceding and succeeding moments; for this reason they must remain nomads, without history or culture. They are the forerunners of the Semitic races, which developed out of the Arabic and the Asiatic. In the latter, suffering is enjoyed for its own sake. Only the Nordic can approach himself objectively and consciously modify his behavior and characteristics.—*H. Beaumont* (Kentucky).

1598. **Cornish, V.** *Scenery and the sense of sight.* Cambridge: Univ. Press, 1935. Pp. 111. \$3.00.—The author discusses the subject matter under the chapter headings "Tone, Colour, and Texture," "Apparent Magnitude and the Field of Pictorial Vision," and "Scenic Forms and their Accidental Grouping. Movement." He develops these topics by giving detailed accounts of various scenic views, describing carefully the changes he witnessed and giving his subjective reactions and analyzing his responses for the source of their origin and the nature of their development. He concludes that there are two sources of pleasure in scenery, namely, those arising from the association of ideas, and those developing from the physical satisfactions of the eye which are experienced as local sensations and apprehended as emotional responses. From the physical satisfactions derived, a mental state is established conducive to a pleasurable train of associations. He discusses in detail the relationship of each of the various qualities to be found in scenery to the subjective responses evoked and the stimulus values exercised.—*M. H. Erickson* (Eloise Hospital).

1599. Cotton, J. C. Normal "visual hearing." *Science*, 1935, 82, 592-593.—There is an important element of lip reading, or more accurately, visual hearing in all normal individuals. However, normally the auditory associations of speech so completely overshadow the visual that the existence of the latter is not generally suspected. By using a small sound-proof booth with a double glass window quantitative measures of this elusive ability were obtained. The speaker could be made visible by the use of lights. Various devices were used to distort the speech. When the speech was distorted and the speaker not visible, the sentences were practically unintelligible to the listeners; when the inside booth lights were on, the sentences were correctly understood, although the speech sounds were just as greatly distorted as before.—R. Goldman (Clark).
1600. Cronbach, A. The psychoanalytic study of Judaism. *Hebrew Union College Ann.*, 1931-2, 8-9, 608-740.—The application of psychoanalysis to the contents of Judaism. The study is divided into two parts, expository and critical. The first attempts a "systematic presentation of everything that has been published relative to the various aspects of Judaism in the way of psychoanalytic surmises." In the second part these are criticized and although it is felt that they "are not necessarily invalidated by their indelicacies, . . . absurdities . . . or by their anthropological or philological inaccuracies . . . they are nevertheless weakened by lack of statistical support." The author ends with a plea for "subventioning of accurate psychoanalytic research into religious and specifically into Jewish problems" since previous psychoanalytic work, he feels, has merely given conclusions and not detailed evidence.—D. Shakow (Worcester State Hospital).
1601. Eckert, R. E., & Mills, H. C. International attitudes and related academic and social factors. *J. educ. Sociol.*, 1935, 9, 142-153.—"High-school seniors who are internationally minded as measured by the Neumann Test of International Attitudes were found to be distinctly superior to those who, by the same criterion, may be classified as more nationalistic in outlook, both in scholastic achievement in all fields and in general scholastic ability." Instruction in social studies appears to be less effective in determining the international attitudes developed by the student than are his religious affiliations and the fact that an older brother or sister has gone to college.—F. D. McTeer (Wayne University).
1602. Eldridge, S. Public intelligence; a study of the attitudes and opinions of voters. Lawrence: Univ. Kansas Press, 1935. Pp. 93.—Data were gathered during 1925-1927 on the attitudes of 1250 Kansas voters, representative of specific occupational groups. The expressed attitudes corresponded to a low degree of political intelligence; the women showed a slightly higher degree of the latter than the men. The author states that the findings of this study will assume significance only when viewed in the light of the previous investigations.—L. Balsam (Clark).
1603. Erismann, T. Die psychologischen Probleme im Fall Halsmann. (The psychological problems of the Halsmann murder case.) *Ber. Kongr. dtsh. Ges. Psychol., Hamburg*, 1932, 12, 322-331.—H. Beaumont (Kentucky).
1604. Fairbairn, W. R. D. The sociological significance of communism in the light of psychoanalysis. *Brit. J. med. Psychol.*, 1935, 15, 218-229.—The supra-national aims of Communism necessitate the destruction of the family system. The hope of eradicating the Oedipus conflict which this entails furnishes much of Communism's appeal. It may be predicted that the attack on the family will fail, and the Oedipus conflict continue.—E. R. Hilgard (Stanford).
1605. Fairbairn, W. R. D. Medico-psychological aspects of the problem of child assault. *Ment. Hyg., Lond.*, 1935, April. Pp. 16.—Three groups of problems are discussed. First, the nature and classification of offenses. Offenses are classified according to the quality of the act and according to the respective sexes of the offender and victim. Offenses against boys are believed to be more common than those against girls. Offenses against boys are usually homosexual, while those against girls are usually heterosexual. Problems that relate to the victim are those of the effects of sexual assault upon the victim and the after treatment of the victim. These problems are discussed in some detail. Problems relating to the offender stress the importance of causative factors. Abnormal conditions predisposing to sexual offenses against children are: insanity, mental defect, encephalitis lethargica, epilepsy and perversion. The majority of offenses are believed by the author to be committed by pervers.—H. S. Clapp (Grasslands Hospital, Valhalla, N. Y.).
1606. Feldberg, A. S. [Etiology of stuttering and its forms.] *Nov. Psikhonevrol. Det. Vosr.*, 1935, 240-256.—After analyzing cases of stuttering in children the author draws the conclusion that in most cases there is found an insufficiency of the speech apparatus depending on: (1) the hereditary descent of a recessive character, (2) embryonal, natal, and postnatal physical traumas, (3) infectious diseases, (4) predisposition to spasmodic diseases, which is the etiological base on which the exogenous factors can provoke stuttering as a neurotic display *swi generis*; but a bad hereditary predisposition is only an inborn possibility and not a predestination. The hereditary traits can be blocked by normally organized and sound social conditions in the child's development. The author offers some speech-prophylactic measures.—A. Yarmolenko (Leningrad).
1607. Friedmann, P. Sur le suicide. (On suicide.) *Rev. franç. Psychanal.*, 1935, 8, 106-148.—This writer reviews the contributions of pathological anatomy, psychiatry, and psychoanalysis to the theory of suicide. The bibliography includes 36 titles.—J. McV. Hunt (Nebraska).
1608. Fulton, A. M., & Hurd, M. F. A fundamentals of speech workbook. New York: Macmillan, 1935. Pp. 182. \$1.25.—R. R. Willoughby (Clark).
1609. Glueck, E. T. Mental retardation and juvenile delinquency. *Proc. Amer. Ass. ment. Def.*, 1935,

40, 267-289.—A comprehensive study of familial, personal, and environmental factors in relation to the degree of intelligence of 1000 male juvenile delinquents suggests that such differences as do exist between those of lower as contrasted with those of higher intelligence "definitely flow from the mental deficiency of the delinquents themselves and from the substratum of deficiency in their families." Mental deficiency though not a direct cause of delinquency is a complicating factor of great potency. Thus there are found to be far more persons of low mentality in delinquent populations than in the general population. Their families are incapable of participating constructively in any program for supervision and treatment. The present "laissez-faire" policy toward such children should be abandoned.—*M. W. Kuenzel* (Cincinnati Children's Home).

1610. Goldstein, K. *Die pathologischen Tatsachen in ihrer Bedeutung für das Problem der Sprache.* (Pathological phenomena and their significance for the problem of language.) *Ber. Kongr. dtsh. Psychol., Hamburg, 1932, 12, 145-164.*—The author reaches the following conclusions on the basis of an investigation of the language of several clinical cases: productivity is the most essential element of language, which is much more than a mere tool. It is the manifestation of man's inner life and his relation to others; when this is destroyed the patient's words become nothing more than tools and thereby cease to be language in the true sense of the word.—*H. Beaumont* (Kentucky).

1611. Gottschaldt, K. *Ueber Sättigung der sozialen Beziehungen jugendlicher Psychopathen.* (Saturation of social relations between youthful psychopaths.) *Ber. Kongr. dtsh. Ges. Psychol., Leipzig, 1934, 13, 135-137.*—*H. Beaumont* (Kentucky).

1612. Grünbaum, A. A. *Sprache als Handlung.* (Language as activity.) *Ber. Kongr. dtsh. Psychol., Hamburg, 1932, 12, 164-176.*—Language and other complex motor activities are motivated by an individual urge to express experiences. In either case the final goal is the construction of objective structures, since our entire culture is the concrete manifestation of our inner life, patterned and pictured by our activities.—*H. Beaumont* (Kentucky).

1613. Harris, D. *Age and occupational factors in the residential propinquity of marriage partners.* *J. soc. Psychol., 1935, 6, 257-261.*—The known fact that the partners to a marriage usually reside at a short distance from each other was found to be dependent in turn upon age and occupation. It is largely the higher economic group and the older people who marry persons living at a distance.—*E. B. Newman* (Swarthmore).

1614. Hartge, M., & Marum, O. *Vergleich graphologischer und experimentell-psychologischer Untersuchungen der Intelligenz.* (A comparison of graphological investigations and psychological experiments on intelligence.) *Ber. Kongr. dtsh. Ges. Psychol., Hamburg, 1932, 12, 343-347.*—*H. Beaumont* (Kentucky).

1615. Hoesch-Ernst, L. *Fundamentale Unterschiede zwischen Mann und Frau beim genialen Schaffen.* (Fundamental differences between male and female creative genius.) *Ber. Kongr. dtsh. Ges. Psychol., Hamburg, 1932, 12, 350-352.*—*H. Beaumont* (Kentucky).

1616. Houtchens, H. M. *A study of mental conflict in delinquent and non-delinquent boys.* *J. juv. Res., 1935, 19, 180-192.*—Delinquents (defined as individuals whose behavior is such that society has been forced to give attention to their cases through court procedure) are compared as to degree of conflict with non-delinquents who match them in chronological age, IQ, socio-economic status, school attendance, and grade placement. Degree of mental conflict is estimated on the basis of four indicators yielded by the application of a combination of the Kent-Rosanoff word association and Luria tension-pressure techniques. Pressure scores, presumably descriptive of the amount of disturbance the subjects showed and given by the same experimenter grading the records at two different times, correlated .95. The r between the scores given by 2 different experimenters was .92, while the reliability of the indexes obtained by the split-half method was .82. A composite score was developed which was weighted in different degrees by (1) the amount of delay shown in the verbal responses given, (2) the degree of individuality of the verbal responses, and (3) the disturbance scores derived on the basis of (a) the voluntary manual response patterns, and (b) the involuntary manual response patterns. These so-called conflict scores, which correlated .645 with delinquency, showed a bimodal distribution. The upper-mode group, it is thought, might have been having an undue amount of mental conflict; while the lower-mode group, since the mode here corresponds to that seen in the case of the non-delinquents, may have had no struggles of abnormal degree, having accepted the social and moral codes of those in the lower strata of society.—*H. L. Koch* (Chicago).

1617. Ipsen, G. *Sprache und Gemeinschaft.* (Language and community.) *Ber. Kongr. dtsh. Ges. Psychol., Hamburg, 1932, 12, 185-193.*—The social situation of conversation presupposes a getting together of individuals (in the case of a monologue one person simply plays the role of two). Its result is not simply that an understanding is reached, but the identity of meanings used also results in a mutual relationship between the individuals, a rational union of personal partnership.—*H. Beaumont* (Kentucky).

1618. Jaensch, E. *Der Gegentypus der deutschen völkischen Bewegung.* (The "opposite type" of the German national movement.) *Ber. Kongr. dtsh. Ges. Psychol., Leipzig, 1934, 13, 56-58.*—The cultural movement of today, pioneered by Germany, is biological and psychological in nature. In such movements the type of individual to which it is opposed is known before it is clear which type of citizen it aims to develop. The "opposite type" of the German national movement is liberalistic, ego-centric and individualistic. This is true of its con-

ception of political organization as well as of its perceptions and concepts. These lack contact with reality. Mimicry is strongly developed, as shown by its adaptability. This type lives according to logically constructed maxims and methods and considers the state as an artificial construction rather than a living reality. This "detached" intellect is antagonistic to the German movement. It is most frequent in the following groups: (1) heterogeneous racial mixtures; (2) tubercular and other consumptive patients; (3) underdeveloped individuals; (4) dissociation phases in normal persons (early puberty). The German movement, in combating this type, solves a vital problem for Germany and, eventually, the entire world.—*H. Beaumont* (Kentucky).

1619. **Kaiser, L.** Some properties of speech muscles and the influence thereof on language. *Arch. néerl. Phon. exp.*, 1934, 10, 121-133.—(*Biol. Abstr.* IX: 15905).

1620. **Kao, K. F.** [Crowd psychology.] Shanghai: Chung Hwa Book Co., 1935. Pp. 162. \$.60 Mex.—This book contains nine chapters. Chapter I discusses the meaning and characteristics of a crowd and its difference from a mob or an audience. Chapter II discusses the thought and conduct of the crowd. Chapter III discusses the two driving forces of the crowd (Martin), viz., desire for superiority and delusion of persecution. Chapter IV discusses public opinion. Chapter V discusses propaganda. Chapter VI discusses rumor. Chapters VII and VIII review and discuss the theories of crowd mentality, such as "group mind" theories (including Le Bon's theory of crowd mind, Fechner and Espinas' theory of collective consciousness, Durkheim's theory of collective mind, and McDougall's theory of group mind), McDougall's theory of sympathy, Sidis' theory of suggestion, Tarde's theory of imitation, the principle of conditioned response by which Allport attempts to explain all crowd behavior which the above-mentioned theories have tried to explain, and the psychoanalytic theory of the unconscious. Chapter IX concludes the book with a review of Folsom's analysis of S-R as the fundamental element of behavior and desires as higher organizations of behavior, and his explanation of the compensatory process as substitution of some aim for an actually unsatisfiable aim.—*C. F. Wu* (Nat. Res. Inst. Psychol., Acad. Sinica, China).

1621. **Kelley, V. H.** The reading abilities of Spanish and English speaking pupils. *J. educ. Res.*, 1935, 29, 209-211.—The Iowa Silent Reading Tests were given to 692 pupils in the grade schools of three towns in Arizona, of whom 303 were children from homes in which Spanish was spoken almost entirely. It was found that the Spanish speaking children were below the norm for total comprehension for each of the grades tested from the 4th to the 8th inclusive. They were also below the English speaking children for other aspects of the test such as vocabulary, selection of central idea, reading of sentences, and reading rate.—*S. W. Fernberger* (Pennsylvania).

1622. **Kuenburg, M. v.** Ueber das Verhältnis von Begriff und Wort in einem Fall von pathologischer

Sprachentwicklung. (The relation of concept and word in a case of pathological language development.) *Ber. Kongr. dtsch. Ges. Psychol.*, Hamburg, 1932, 12, 372-374.—*H. Beaumont* (Kentucky).

1623. **Lamp, C. J., & Epley, F. W.** Relation of tooth evenness to performance on the brass and woodwind musical instruments. *J. Amer. dental Ass.*, 1935, 22, 1232-1236.—A 10-point "scale of tooth evenness" is presented. Coefficients of correlation between tooth evenness and promise on the several types of musical instruments were found to be as follows: string score, $.16 \pm .10$; brass score, $-.01 \pm .095$; woodwind score, $.13 \pm .09$.—*P. R. Farnsworth* (Stanford).

1624. **Lamp, C. J., & Keys, N.** Can aptitude for specific musical instruments be predicted? *J. educ. Psychol.*, 1935, 26, 587-596.—A study of the value of IQ, pitch discrimination ability, tonal memory, evenness of teeth, length or slenderness of fingers, and thickness of lip in relation to diameter of mouthpiece, for predicting ability with brass horns, the clarinet, and the violin. The criterion of success was an objective test on each of the three types of instrument at the close of an intensive training period on the three types. 151 high-school pupils were used. Multiple *R*'s of .58, .42, and .39 were obtained for the brass horns, clarinet, and violin, respectively. Teeth evenness and length or slenderness of fingers show no appreciable relationship to ability on any type of instrument. The correlation between thickness of lips and the diameter of the mouthpiece of the brass horn on which the individual is likely to succeed is only $.28 + .088$. Correlations between IQ, pitch discrimination, tonal memory and ability on the three types of instruments ranged between .20 and .49, with the IQ yielding the lowest correlations.—*A. W. Melton* (Missouri).

1625. **Lanne, W. F.** Parole prediction as science. *J. crim. Law Criminol.*, 1935, 26, 377-400.—A history and critique is given concerning the several existing studies of predicting the success of prisoners released on parole. Four technical requirements in a valid study of predictive factors are described: (1) reliability, or the consistency of the judgments based upon given data made at different times or by different examiners; (2) substantial or statistically significant correlation with the fact of success or failure on parole; (3) orthogonality, or freedom from intercorrelation with the other factors in the schedule; and (4) stability of favorableness or unfavorableness, or the uniformity with which different researches show similar trends. A list is given of the "stability" of 33 factors such as age, intelligence, type of job on parole, marital state, nationality, type of crime, previous criminal record, use of alcohol, work record, etc., as found in different researches. A number of novel statistical techniques are suggested.—*L. Ackerson* (Institute for Juvenile Research).

1626. **Lehmann, R.** Die Herausbildung der Führertums bei primitiven Völkern. (The formation of leadership in primitive peoples.) *Ber. Kongr.*

dsch. Ges. Psychol., Leipzig, 1934, 13, 148-150.—H. Beaumont (Kentucky).

1627. Levy-Brühl, L. *Primitives and the supernatural*. New York: E. P. Dutton, 1935. Pp. 405. \$5.00.—R. R. Willoughby (Clark).

1628. Lind, K. N. *The social psychology of children's reading*. *Amer. J. Sociol.*, 1936, 41, 454-469.—44 documents were secured from interviews and life histories dealing with the effects of reading in childhood. Four types appeared, ranging from an extreme degree of isolation to a complete socialization, with two intermediate groups. The effect of the reading of stories was closely related to a prior condition of adjustment or frustration. While reading provided no new imagery there was evidence of a marked effect in the integration of existing images into new forms of organization through reading. Whether reading is interesting or not depends on active or suppressed desires, which cannot be created. Attitudes are formed through reading, but depend on a social world where they can function if they are to continue. The causes of the isolating influence of reading as well as of the socializing effects are to be sought in the social background of the reader, the type of literature, and the conditions under which the reading is done. Reading is, for children, a highly important social experience.—(Courtesy *Amer. J. Sociol.*)

1629. M., C. W. *Criminal confessions under narcosis*. *J. crim. Law Criminol.*, 1935, 26, 449-451.—Medical notes concerning the administration of sodium amytal and scopolamine as an aid in obtaining confessions from suspected criminals.—L. Ackerson (Institute for Juvenile Research).

1630. Mantegazza, P. *The sexual relations of mankind*. New York: Eugenics Publishing Co., 1935. Pp. 335. \$3.00.—R. R. Willoughby (Clark).

1631. Marett, R. R. *Head, heart and hands in human evolution*. New York: Holt, 1935. Pp. 303. \$3.50.—When anthropological inquiry is not improperly restrained by dogmas of physical science, increased sympathy affords productive insight. Progress may be traced through human evolution. Two leading principles are continuity in various departments of life from primitive to civilized, and the failure of moral progress to keep step with material progress. On the principle of continuity, primitive modes of living are "old fashioned" ways. Especially illuminating is the primitive religious life, which has often been misinterpreted by characterizing it as "magical" by way of reproach or deprecation. Religion is the central topic of the book; the author also presents a unified pattern of facts drawn from all aspects of life, and relates them to this topic.—H. D. Spoerl (Northeastern).

1632. Mata, L. *Una nota de psicologia popular*. (A note on popular psychology.) *Arch. argent. Psicol. norm. pat.*, 1935, 2, 69-74.—An examination of esthetic, sexual, and affective factors contributing to emotional group behavior at the loss of a nationally popular singer. The influence of collective suggestion

and the affective and traditional sentimental influence of his music upon national group behavior were determining causes.—R. M. Bellows (U. S. E. S. Div. Standards and Research).

1633. Metcalf, H. M. *Recidivism and the courts*. *J. crim. Law Criminol.*, 1935, 26, 367-376.—The criminal sentence should not be based solely upon the past offenses of the prisoner, but also should seek to control his future behavior in order to reduce recidivism. "We have today a limited capacity to predict which did not exist at the time our criminal procedure crystallized into its present form. The acquisition of this power has created a distinct advance in our capacity to protect society by bringing within the realm of possibility a limited control over recidivism."—L. Ackerson (Institute for Juvenile Research).

1634. Monroe, M. *Reading aptitude tests*. Boston: Houghton Mifflin, 1935. \$1 per 25 test folders; \$.50 per set of examiner's materials.—Designed for the prediction and analysis of reading abilities and disabilities of first-grade entrants. This series of aptitude tests comprises group and individual tests of visual, auditory, motor, articulation, and language abilities. To aid diagnosis, laterality tests are also included. Percentile rank norms are given for each half-year age level from 5½ to 8½ years of age. The manual suggests remedial measures for various difficulties.—O. K. Buross (Rutgers).

1635. Murchison, C., Pomerat, C. M., & Zarrow, M. X. *The experimental measurement of a social hierarchy in Gallus domesticus: V. The post-mortem measurement of anatomical features*. *J. soc. Psychol.*, 1935, 6, 172-181.—Measurements of such physical characteristics as the size of head, beak, wattles, comb, intestines and endocrines, and determinations of the characteristics of the blood showed no significant relation to the determination of social dominance previously reported.—E. B. Newman (Swarthmore).

1636. Nikitina, E. S. [The etiology of dyslalias.] *Nov. Psikhonevrol. Det. Vozr.*, 1935, 231-240.—The etiological factors in dyslalias are: speech defects in the persons in the child's social environment, hereditary defects, and disease history. It is impossible to state which of these factors is the cause of dyslalia in a specific case, so closely interwoven are they. Diseases of the ear can provoke dyslalia without defective speech environment or hereditary speech defects. Dyslalias in the school age are very often accompanied by dysgraphia and alexia, so that active speech training should begin in the preschool age. Since some forms of dyslalia are connected with previous otitis, it is necessary to carry out a careful investigation of the aural apparatus, as a reactivation of hearing often gives good speech results.—A. Yarmolenko (Leningrad).

1637. Nikitina, E. S., & Bruns, M. S. [The state of somatic and nervous health and aural and vocal organs in children with speech defects.] *Nov. Psikhonevrol. Det. Vozr.*, 1935, 256-287.—There has been investigated a group of 334 speech-defective children 6-16 years old. The data obtained from the

investigation of the soma, the nervous system, and the aural and vocal organs have been correlated, in order to reveal their correlation with the speech defects. Speech-defective children showed more nervous symptoms than normal children, who were investigated as a control group. The physical status of the first group is weaker and their hearing is worse. Defects in vocal organs were observed in both groups. Aural reactivation and training of aural attention are prescribed for cases of speech defects connected with a decrease in hearing.—*A. Yarmolenko* (Leningrad).

1638. **Parrish, E.** *Sex and love problems.* New York: Psychology Inst. of America, 1935. Pp. 256. \$2.00.—*R. R. Willoughby* (Clark).

1639. **Poppelreuter, W.** *Probleme der politischen Psychologie.* (Problems of political psychology.) *Ber. Kongr. dtsch. Ges. Psychol., Leipzig*, 1934, 13, 59-60.—Psychology has failed to develop a branch in the field of politics. Hitler laid the foundation for this in his book *My Battle*. Psychologists should devote all of their labors during the coming years to solving the pressing problems of political psychology. Undoubtedly it will be recognized some day that the age of psychology, which is to replace the age of physics, chemistry and technology, found its real beginning in the Hitler movement.—*H. Beaumont* (Kentucky).

1640. **Reinhardt, H.** *Wohlfälligkeit und Zweckmässigkeit der Skalenteilung.* (The relationship between pleasantness and expediency.) *Industr. Psychotech.*, 1935, 12, 264-280.—A technique is described by which the esthetic responses of testees may be ranked and correlated with criterion scores.—*R. M. Bellows* (U. S. E. S. Div. Standards and Research).

1641. **Sakuma, K., & Takamatsu, Y.** *Contribution à l'étude expérimentale d'une consonne japonaise (r).* (Contribution to the experimental study of the Japanese consonant *r*.) *Mem. Fac. Droit Lett. Kyushu*, 1935, 3. Pp. 64 + 35 plates.—A characteristic feature of the Japanese consonant *r*, discussed to date controversially, has been brought out particularly in connection with its mode of articulation by means of palatography, especially through photopalatograms procured in the improved form and accessory arrangements. It was pointed out that a slight contact of the tip of the tongue along the palate in pronouncing the consonant is certainly assumed to take place, and this reminds us of its affinity with the thick *l* in Norwegian and East-Swedish languages. The fact that phonetic changes will easily arise from this consonant can well be understood through this particular articulation. A relation between the quality of the membrane of a tambour and forms of registered curves is treated in the appendix.—*R. Kuroda* (Keijo).

1642. **Saxl, F.** *Die Ausdrucksgebärden der bildenden Kunst.* (Expressive gestures in art.) *Ber. Kongr. dtsch. Ges. Psychol., Hamburg*, 1932, 12, 13-25.—Even though the artist attempts to portray mental and emotional attitudes in his pictures and thus uses the same approach as the modern psycholo-

gist who starts with symptoms and symbols from which he reconstructs mental events, there is an essential difference in the two approaches. This is caused by the fact that in the history of art and the race emotional expressions were not simply overt manifestations of covert situations, but entirely conditioned and even prescribed by tradition. A psychology which accepts expressions and their portrayal in art as fixed formulations of mental events will not get to the bottom of the matter; what is needed is a system which takes that expression itself as its problem and considers the symbol not as a final product of mental energy but as one of the psychophysical processes, and takes into consideration the way in which this symbol in turn reflects on and alters mental life.—*H. Beaumont* (Kentucky).

1643. **Shipman, M., & Best, A. C.** *Sex perversion in an institution population.* *Proc. Amer. Ass. ment. Def.*, 1935, 40, 214-230.—900 girls and over 400 boys in an institution for mental defectives were studied and observed with regard to sex perversion. Ordinarily those practicing auto-masturbation were excluded. Less than 1% of the female population contacted practised sex perversion. Ordinarily only older and higher-grade girls were involved. The majority of boys practicing sodomy, fellatio, extreme self-abuse and bestiality had Binet IQ's ranging between 15 and 40. Delinquency and problem behavior correlate highly with sex perversion. Plans for improvement include: isolation of chronic cases; placing new admissions in buildings in which active perversers have been eliminated; arranging groups according to age and intellectual classification; dismissal of personnel stimulating perversion; provision of pajamas for sleep; strenuous exercises, and a definite recreational program.—*M. W. Kuensel* (Cincinnati Children's Home).

1644. **Skidmore, M.** *The moral traits of Christian and Saracen as portrayed by the chansons de geste.* *Colo. Coll. Publ. Stud.*, 1935, No. 20. Pp. 139. \$5.00.—*R. R. Willoughby* (Clark).

1645. **Smith, J. J.** *Social psychology; the psychology of attraction and repulsion.* Boston: Bruce Humphries, 1935. Pp. 468. \$2.00.—Originally published by Badger (see IV: 3597).—*R. R. Willoughby* (Clark).

1646. **Solano, S.** *Algunos aspectos del estado peligroso.* Conclusion. (Some aspects of the delinquent state. Conclusion.) *Rev. Criminol., B. Aires*, 1935, 22, 467-495.—Delinquency (without crime) is theoretically considered in its several forms of prostitution, homosexuality, toxicomania, dipsomania, and vagrancy. The series is ended with 17 conclusions and a bibliography of 45 titles.—*R. M. Bellows* (U. S. E. S. Div. Standards and Research).

1647. **Stern, K., & Löwi, M.** *Zur Analyse des Lesenlernens.* (An analysis of learning to read.) *Ber. Kongr. dtsch. Ges. Psychol., Hamburg*, 1932, 12, 423-427.—*H. Beaumont* (Kentucky).

1648. **Stoffet, E. H.** *A study of national and cultural differences in criminal tendency.* *Arch. Psychol., N. Y.*, 1935, No. 185. Pp. 60.—Criminal

tendencies of various national immigrant groups as indicated by the type of offense committed were compared with those of descendants of the same nationalities by the method of percentage distribution. There is a distinct tendency for the character of criminality of various national immigrant groups, as measured by the type of offense committed, to change with succeeding generations. The direction of shift in character of criminality is away from crimes of violence, which are peculiar to the foreign-born of most national groups, and toward the predatory types of offense, which are characteristic of the native whites of native parentage. Crimes of personal violence change from a defense of personal honor among the foreign-born to an attempt at a predatory act among American-born of foreign parentage. The shift from violent to predatory types of crime is shown to persist for groups of the same economic class and occupational level.—*E. M. Achilles* (Columbia).

1649. **Terman, L. M., & Bittenweiser, P.** *Personality factors in marital compatibility.* *J. soc. Psychol.*, 1935, 6, 143-171.—A carefully selected group of over 300 married couples and 100 divorced couples were asked to fill out a marriage questionnaire and two personality tests. From certain items on the former a combined happiness score (CHS) was derived. The various items making up this score showed consistent positive intercorrelations, and correspondingly, two groups selected for high and low CHS showed consistent differences in the following component factors: common outside interests, items of agreement, give-and-take settlements, and satisfaction with their marriage. No relation of the CHS to age at marriage, to age differences, to number of or desire for children was found.—*E. B. Newman* (Swarthmore).

1650. **Watson, G.** *How Christian pacifists view the class struggle.* *J. educ. Sociol.*, 1935, 9, 130-141.—A tabulation of the answers on questionnaires returned by approximately 1000 members of a Christian pacifist organization shows a large majority in favor of non-violence in class war as well as in international war, although the same organization has gone on record in support of "a social order which will suffer no individual or group to be exploited for the profit or pleasure of another."—*F. D. McTeer* (Wayne University).

1651. **Weisgerber, L.** *Sprachvergleichung und Psychologie.* (Comparative philology and psychology.) *Ber. Kongr. dtsh. Ges. Psychol., Hamburg*, 1932, 12, 193-201.—The crucial problem of comparative philology is to discover the element contained in all languages which is the typical human factor, since they differ not merely in their sounds and symbols but primarily and basically in their underlying philosophies. In this respect a collaboration with psychology is not merely of academic interest but essential for the further development of both disciplines.—*H. Beaumont* (Kentucky).

1652. **Werner, H.** *Sprache als Ausdruck.* (Language as expression.) *Ber. Kongr. dtsh. Ges. Psychol., Hamburg*, 1932, 12, 201-210.—When we con-

sider as the expressive function of language the fact that the optic, acoustic and motor experience of a word or sentence has the same characteristic as its content, it is found that this is subjected to a continuous change. The relation between the content of a meaning and its expression varies according to each epoch of culture.—*H. Beaumont* (Kentucky).

1653. **Wilder, H. H., & Stowell, G.** *Instruction in band music to mentally deficient children.* *Proc. Amer. Ass. ment. Def.*, 1935, 40, 514-522.—A music adaptability test is described. Its scoring incorporates general adaptability, intonation, musical memory, and rhythm. The author presents the necessary variations in methods of approach used in single instruction and in ensemble work when developing a band composed of feeble-minded children.—*M. W. Kuenzel* (Cincinnati Children's Home).

1654. **Zawadzki, B., & Lazarsfeld, P.** *The psychological consequences of unemployment.* *J. soc. Psychol.*, 1935, 6, 224-251.—An analysis of 57 biographies of the unemployed, written by themselves and collected and published by the Institute for Social Economy in Warsaw, Poland. Brief data for the group, examples of their descriptions of sources of income, the hardships of hunger and cold, and their occupations are given. Their basic attitudes are characteristically unbroken, resigned, apathetic or distressed; they often have feelings of degradation and superfluity; they become over-sensitive and irritable; they become bitter and revengeful, but rarely express these feelings overtly; their class consciousness and solidarity break down in the face of extreme need. Some lose their confidence in religion. Moral values undergo a decided shift in the direction of practical necessity. Their political and social beliefs reveal chiefly an estrangement from the community and state.—*E. B. Newman* (Swarthmore).

[See also abstracts 1332, 1341, 1348, 1422, 1441, 1473, 1485, 1491, 1501, 1504, 1541, 1552, 1586, 1688, 1700, 1704, 1737, 1741, 1742, 1743, 1758, 1759, 1764, 1765, 1769, 1773, 1777, 1778.]

INDUSTRIAL AND PERSONNEL PROBLEMS

1655. **Ames, F. E.** *Psychology of stevedoring.* *Person. J.*, 1935, 14, 131-138.—*R. R. Willoughby* (Clark).

1656. **Baganz-Lehmann, M.** *Zur Charakterologie des Einkaufs.* (The characterology of the purchase.) *Industr. Psychotech.*, 1935, 12, 289-298.—A method of observation (divided into three parts) which leads to the differentiation of conduct of purchasers enabling their classification into types, is of general psychological interest and importance. Buying motives and conduct of men are quite distinct from those of women.—*R. M. Bellows* (U. S. E. S. Div. Standards and Research).

1657. **Baumgarten, F.** *Die Krise der Psychotechnik.* (The crisis of applied psychology.) *Ber. Kongr. dtsh. Ges. Psychol., Hamburg*, 1932, 12, 289-290.—*H. Beaumont* (Kentucky).

1658. **Bena, E., & Mayerhofer, G.** *Fahrttauglichkeit und Neurose.* (Driving ability and neurosis.)

Kwart. psychol., 1936, 6, 173-220.—A continuation of previously reported researches. Psychotechnical and physiological measurements of 50 neurotics showed that variability of performance is the most important symptom of the unfitness of neurotics for driving. This unfitness appears in various forms in relation to the type of nervous disorder (neurasthenia, hysteria, etc.).—T. M. Abel (Progressive Education Association).

1659. Bingham, W. V. **Engineering aptitudes.** *Occupations*, 1935, 14, 197-202.—The writer points out that in the engineering profession there are premiums for scholastic aptitudes. He then discusses the methods of ascertaining the existence of these aptitudes in individuals who are planning work in the engineering field. The subject's general scholastic ability, special aptitudes for learning mathematics, for thinking about space relations, for understanding mechanics, for mastering the physical sciences and for using proper English should be appraised by a counselor. A number of tests are mentioned by the author for determining these particulars. Grades, high or low, are not sure indicators of ability but are flags for guidance.—R. H. Brown (Yankton).

1660. Chamberlin, E. M. **What labor is thinking.** *Person. J.*, 1935, 14, 118-125.—R. R. Willoughby (Clark).

1661. Culver, D. C. **Training of police: bibliography.** *J. crim. Law Criminol.*, 1935, 26, 444-448.—78 titles.—L. Ackerson (Institute for Juvenile Research).

1662. Friede, P. **Arbeitsschnelligkeit, Arbeitsmenge und Arbeitsgüte im Grossbetrieb.** (Speed, quantity and quality of work in large-scale industry.) Würzburg: Wolff, 1934. Pp. 53.—R. R. Willoughby (Clark).

1663. Henderson, Y. **How cars go out of control: analysis of the driver's reflexes.** *Science*, 1935, 82, 603-606.—Although two closely similar reactions are excited when the motorist accelerates his car and when he stops it, the two acts are seldom confused, even in emergencies. "What happens in serious cases of 'car out of control' is that another reaction is called into play: a reaction so powerful that it instantaneously abolishes the motorist's acquired or 'conditioned reflexes'." This is the instinctive "self-righting reflex." The head, body, arms and legs are involved. The legs are forcibly extended and the feet are pressed down hard. It is suggested that a pedal for the left foot be added to the car equipment for closing the throttle.—R. Goldman (Clark).

1664. Hoopingarner, N. L. **Why men fail—or succeed: personality analysis and improvement.** *Occupations*, 1935, 14, 105-11.—The author develops the point that success depends upon personality traits as well as upon other abilities, aptitudes and interests. In the last few years personality analysis and treatment have led to such improvement in the ability to adjust to society that classes are being held with this objective definitely in view. The author describes a project in personality study which he has conducted over a period of eleven years, giving principles,

procedure and generalizations of the work.—R. H. Brown (Yankton).

1665. Klemm, O. **Die psychologischen Grundfragen der Technik.** (The fundamental psychological problems of technology.) *Ber. Kongr. dtsh. Ges. Psychol., Leipzig*, 1934, 13, 63-76.—The machine has changed the nature of human labor and at the same time has made much of it unnecessary. The result of this conflict has been the development of three fields of scientific rationalization: vocational selection, vocational education, efficiency engineering. In all of these, the machine has been responsible for a changed attitude towards human values. The commercialization of technology has caused antagonism between employer and laborer, but now, in modern Germany, technology is once again serving the entire nation.—H. Beaumont (Kentucky).

1666. Nuber, H. **Berufswahl und Berufsethos.** (Vocational choice and vocational ethics.) *Ber. Kongr. dtsh. Ges. Psychol., Leipzig*, 1934, 13, 157-158.—H. Beaumont (Kentucky).

1667. Palmer, G. L. **Characteristics of the jobless.** *Person. J.*, 1935, 14, 222-224.—An analysis of applicants at the Pennsylvania State Employment Office shows that 81% of the men and 91% of the women were native-born Americans, most of them under 50 years of age. Certain industries showed more unemployment than others. Under the proposed social security act the burden of relief would therefore fall unequally upon the various industries. In this group 87% of the men and 70% of the women would be eligible for relief.—L. A. Riggs (Clark).

1668. Schultz, R. S. **Test selected salesmen are successful.** *Person. J.*, 1935, 14, 139-142.—R. R. Willoughby (Clark).

1669. Wallon, H. **Psychologie et technique.** (Psychology and technique.) In Baby, J., & others, *A la lumière du marxisme*. Paris: Editions Sociales Internationales, 1935.—M. H. Piéron (Sorbonne).

[See also abstracts 1312, 1397, 1567, 1676, 1679, 1682, 1702, 1723, 1727, 1761.]

EDUCATIONAL PSYCHOLOGY

1670. Baker, H. J., & Leland, B. **Detroit tests of learning aptitude.** Bloomington, Ill.: Public School Publ. Co., 1935. \$.20 per single copy of pupil's record booklet (\$12 per 100 copies); \$1 per examiner's book of pictorial material; \$1.50 per examiner's handbook.—A battery of 19 individual tests designed to measure and diagnose abilities and disabilities relevant to the mental phases of learning aptitude of examinees ranging from four years of age to adults inclusive. The median of the mental ages obtained from each of the tests administered is taken as the general mental age. The scores on the individual tests are symptomatic of abilities or disabilities associated with various specific learning situations such as spelling correctly, drawing maps, and mastering number combinations. Specific abilities covered by the test include reasoning and comprehension, practical judgment, verbal ability, time and space rela-

tionships, number ability, auditory attentive ability, visual attentive ability, and motor ability.—O. K. Buross (Rutgers).

1671. Bell, H. M. *The theory and practice of student counseling, with special reference to the Adjustment Inventory*. Stanford University, Calif.: Stanford Univ. Press, 1935. Pp. 138. \$1.00.—"Counseling, if it is to be effective, needs reliable and meaningful measures of student behavior." Information regarding adjustment to personal and social environments is needed. The Adjustment Inventory (questionnaire) gathers information regarding the home, health, social, and emotional adjustments of students of high-school and college ages. The Inventory was given to high-school, college, and delinquent girls and boys, and comparisons between the groups made. All available statistical information is given for the Inventory. Illustrations of different types of adjustment problems are presented and discussed. In a study of successful and unsuccessful teachers, the Inventory was not found to differentiate the groups. The Appendix gives the entire scale, and tables comparing the scores of the populations on the different parts of the scale.—R. Goldman (Clark).

1672. Birnbaum, F. *Applying individual psychology in school*. *Int. J. indiv. Psychol.*, 1935, 1, 109-119.—Translation from *Int. Z. indiv. Psychol.*, 1931, 9, 171-182.—O. N. de Weerdt (Beloit).

1673. Blum, M. L. *Ability of students to estimate their grades on a multiple choice examination*. *J. educ. Psychol.*, 1935, 26, 547-551.—Three large groups of students in general psychology estimated their scores on multiple choice examinations at the end of the examination period. Correlations between obtained and estimated grades were .221, .455, and .429. The groups as a whole overestimated their grades, but the students with grades better than 1 σ above the average neither underestimated nor overestimated their grades. Students with grades lower than 1 σ below the average overestimated their grades to a marked degree.—A. W. Mellon (Missouri).

1674. Burton, W. H., & Ibanez, D. M. *Introductory courses in education*. *J. educ. Res.*, 1935, 29, 171-186.—Analysis of the content of 17 texts for an introductory course in education. Various methods of approach to the topic are found in these texts. There is much diversity of opinion as to what should be considered major and minor topics and as to how any of these topics should be treated.—S. W. Fernberger (Pennsylvania).

1675. Buswell, G. T., Powers, S. R., Pierce, A. E., Whitford, W. G., Smith, H. J., Coon, B. I., Colburn, E., & McCloy, C. H. *Selected references on elementary-school instruction. III. The subject fields—continued*. *Elem. Sch. J.*, 1935, 36, 211-227.—Listed and annotated by the writers, respectively, are 11 references in the area of arithmetic, 21 in science, 10 in music, 12 in art and art education, 15 in industrial arts, 11 in home economics, 8 in library training, and 11 in health and physical education.—P. A. Witte (Northwestern).

1676. Christiaens, A. G. *Une méthode d'orientation professionnelle. Théorie et pratique*. (A method of professional orientation. Theory and practice.) (3rd ed.) Brussels: Lamartin, 1934. Pp. 325.—The author, a consultant in Brussels, presents in the first 8 chapters the methods to be used in examinations for professional orientation: medical examination; sensory tests; information on instruction to be secured by a questionnaire addressed to the teacher, bearing on the pupil's methods of work; and motor and psychomotor tests. These latter involve rapidity (Whipple's test 10), motor memory (Micheotte's kinesergograph), dexterity, attention, memory, visualization, and intelligence. The concept of intelligence is criticized and examined as a factor in orientation. There is also observation of the child's character with the help of Decroly's questionnaire on the affective development of the child. Other chapters discuss the needs of various professions, professional organization in Brussels, the formation of a council on professional orientation, and the vocational cards used by the author.—R. Nihard (Liège).

1677. Conrad, E. U. *A study of the influence of manuscript writing and of typewriting on children's development*. *J. educ. Res.*, 1935, 29, 254-265.—A six-months study of 150 children from the second, third and fourth grades in the Horace Mann School, New York City. There were two sections of each grade and one practiced manuscript writing and the other typewriting. It was found that in the third grade the typewriting group made a greater gain in speed and in quality in both handwriting and typewriting. In the fourth grade the non-typewriting group made more than double the gain in speed in manuscript writing that the typewriting group did. The author concludes, "it appears that the typewriter is influential in developing the children's creative writing, does not affect handwriting detrimentally but appears to stimulate both quality and speed in handwriting, and has a minor influence on other subject matter in the classroom."—S. W. Fernberger (Pennsylvania).

1678. Corey, S. M. *Making notes from lectures and readings*. *J. educ. Res.*, 1935, 29, 204-208.—Two groups of University of Nebraska freshmen were given material for study. The first group listened to a 20-minute lecture and the second group spent the same time reading mimeographed material on the same subject. Notes were to be taken in both cases. The results indicate that there was no difference in the efficiency of the two methods.—S. W. Fernberger (Pennsylvania).

1679. Cowley, W. H. *Student discontent and job placement*. *Person. J.*, 1935, 14, 146-150.—R. R. Willoughby (Clark).

1680. Eckert, R. E., & Jones, E. S. *Long-time effects of training college students how to study*. *Sch. & Soc.*, 1935, 42, 685-688.—The investigation attempts to evaluate the educational progress of students admitted to the University of Buffalo from the lower fifths, scholastically speaking, of their

high-school classes but given an intensive course on the techniques of study before entering upon their class work. A group of the poorest students admitted to the University without the course on how to study is used for comparison. The students given the special training in study techniques averaged about .25 grade point below the control group during their freshman and sophomore years, this trend obtaining in specific subjects as well as general scholarship. The control group, moreover, tended to persist the longer in college and in professional schools, doing also a better quality of work. It is the authors' view, however, that the course in how to study may have raised the achievement of the students receiving the training to somewhat nearer the level of the control group than it might have been. The authors also believe that, when one is attempting to predict the scholastic performance of a student, it will be profitable to give some attention to his Regents Examination grade, intelligence test score, and previous educational history.—*H. L. Koch* (Chicago).

1681. Feder, D. D. An evaluation of some problems in the prediction of achievement at the college level. *J. educ. Psychol.*, 1935, 26, 597-603.—Matched groups of subjects were given the foreign language aptitude test of the Iowa placement examination series and were given vocabulary, comprehension and pronunciation tests at the end of each of two semesters. One group was instructed in the usual way and the other was given the material in such a form that each student might proceed at a rate determined by his own level of ability. The correlations between the aptitude test and the accomplishment tests were lower with the experimental group. Correlations of first semester achievement and achievement on second semester test were higher than the correlations of the aptitude test scores and second semester achievements. A critique of usual ways of thinking about aptitude prognosis is given, and it is concluded that the function of prediction is to facilitate guidance, not to achieve rigid determinism.—*A. W. Melton* (Missouri).

1682. Grawitz, P., Laugier, H., & Weinberg, D. Une enquête sur les goûts des écoliers et leurs désirs professionnels; technique et résultats. (An inquiry concerning the tastes of students and their professional desires; technique and results.) *Biotypologie*, 1935, 3, 8-26.—Using the principle of Strong's questionnaire, a study was made of the determination of the affective types corresponding to the choice of different professions. 99 subjects were used. For play and distraction individuals from 13 to 15 years old preferred sport spectacles. Mechanics enjoyed general favor, while the professions of slater, leather worker, mason, and painter of buildings were nearly always rejected. The profiles of professional taste show in general that those who choose the agricultural occupations seem to have the more specialized taste and refuse all other trades. On the other hand, those who prefer a business occupation have varied and differentiated tastes. Those who rank first in the class declare that they would like to undertake

a large number of different professions, and those who rank last manifest a certain repulsion for the majority of occupations.—*M. H. Piéron* (Sorbonne).

1683. Hayes, S. P. Am I a good teacher? *Teach. Forum (Blind)*, 1935, 8, 33-36.—The author calls attention to the importance of analysis and evaluation of teachers in schools for the blind, by means of approved rating scales. These should include measurements of general ability, skill in teaching techniques, professional preparation, personality and social adjustment. In this article a trait list is presented by means of which such ratings may be made by the teachers themselves on annoying mannerisms, unconscious habit reactions and traits which are displeasing in a teacher. Instructors are often unconscious of the fact that they use uncouth sounds, such as the common "er," or other "fillers-in," during long pauses. University students who checked upon such annoying mannerisms in their professors produced a list of 63 disagreeable habits of language usage, facial distortion, habits of posture, extraneous movements of the limbs, scattering of attention, lack of neatness in dress or appearance, and the like. Of the entire list, those which occurred with highest frequency, and in order of rank, are rambling in lectures, twisting mouth into odd shapes, frowning, playing with objects, cocking head, pulling at ear, nose or lips, hands in pockets, awkward posture, long pauses, use of stock phrases, scratching head, not looking at class, lacking neatness, talking too low, using sarcasm, walking about too much, "wise-cracking," talking too fast, faulty pronunciation. College professors are the most independent and least supervised of teachers, and the frequency of occurrence of the habits summarized by students, in this list, indicates a lack of self-criticism and self-evaluation. This list is presented for use of teachers in institutions for the blind, and an annotated list of recent attempts at teacher rating is included.—*S. Stinchfield-Hawk* (Southern California).

1684. Hegge, T. G. A method for teaching mentally deficient reading cases. *Proc. Amer. Ass. ment. Def.*, 1935, 40, 476-483.—This reading method was designed primarily for teaching mental defectives. It is built up by means of letter and word drills progressing from simple responses to those of greater complexity. Its structural method is the opposite of that usually employed in teaching reading to normal children. The visual stimuli and the child's responses to be associated with them are emphasized rather than the usual word meanings and thought contents. There are 55 main drills which should ordinarily be mastered before book reading is introduced.—*M. W. Kuensel* (Cincinnati Children's Home).

1685. Herda, F. J. Some aspects of the relative instructional efficiency of men and women teachers. *J. educ. Res.*, 1935, 29, 196-203.—There are many more women than men teaching in the secondary schools of the United States. A questionnaire was returned by 563 pupils and 67 superintendents regarding the relative teaching efficiency of the two

sexes. The results indicate that pupils rate men and women about equal in efficiency, and there is a tendency for the superintendents to agree with the pupils.—S. W. Fernberger (Pennsylvania).

1686. Holland, B. F. A standardized Spanish test for use with blind pupils. *Teach. Forum (Blind)*, 1935, 8, 8-12.—This article deals with the adaptation of standardized Spanish tests for use with blind pupils in the Texas School. The time requirement is 83 minutes. The tests were given with these objectives: (1) to determine whether or not blind pupils could follow directions without being confused; (2) to discover whether the method of scoring affects scores; (3) to ascertain the validity of the tests; (4) to compare the scores with those made by the sighted. The results indicated that such tests can be used by the blind by somewhat altering the directions, by changing the method of scoring, by eliminating items that require vision, and by establishing norms for the blind. The study shows that the use of the type-writer does not affect size of scores; and that the blind pupil achieves Spanish vocabulary and grammar approximately as well as sighted pupils, except in the first year. It indicates that blind pupils are generally deficient in the reading of Spanish.—S. S. Hawk (Southern Calif.).

1687. Jones, G. A. A., & Laslett, H. R. The prediction of scholastic success in college. *J. educ. Res.*, 1935, 29, 266-271.—The author presents correlations between predicted scholastic success and actual scholastic success for a group of 500 students over their three or four years of college work at Oregon State College. Prediction was made from high school marks and scores from the American Council on Education Psychological Test. The results show that college success "can be predicted very satisfactorily from the high school scholastic average and psychological test score. The test score gives an index of ability and the high school grades an index of industry, both of which are important factors for success in college work."—S. W. Fernberger (Pennsylvania).

1688. Kirk, W. D., & Kirk, S. A. The influence of the teacher's handedness on children's reversal tendencies in writing. *J. genet. Psychol.*, 1935, 47, 473-477.—To find evidence bearing on the theory suggested in the title, normal and superior as well as retarded children were given the task of copying two lists of designs, one the mirror-image of the other, drawn by the experimenter with right or with left hand (order of presentation varied to control differences of list and hand used). For neither right- nor left-handed subjects was there a reliable difference between those reversals made when the experimenter had and had not used the same hand as the child. No difference in number of reversals appeared between right- and left-handed children; but the younger (and brighter) made more reversals than did the older (and subnormal), suggesting a role played by maturation or by experience.—J. F. Dashiell (North Carolina).

1689. Körber, H. Statistische Untersuchungen über den Wiederholungssatz und den Einfluss des

väterlichen Berufs auf die Schulleistungen an höheren Schulen. (A statistical study of the tendency to repetition of behavior patterns and the influence of father's calling on school accomplishment in the higher schools.) *Arch. ges. Psychol.*, 1935, 94, 161-195.—Marbe formulates the statement that the endogenous pattern of action in a person tends to repeat itself under similar situations. The author quotes Margraf's experimental findings and those of others along this line, and then gives his own findings in higher teacher training institutions. He finds that average accomplishment on lower school levels is indicative of what will be done on higher levels and therefore has prognostic value in guidance. Tendencies to fluctuate more or less are also consistent throughout the years of school accomplishment. Margraf found greater fluctuation with higher mentality students; the author's findings disagree. Extensive tabulations give his findings in these fields as well as in his study of the relationship between social level and tendency to repeat type of accomplishment, and to fluctuation.—A. B. Herrig (Michigan Central State Teachers College).

1690. Krueger, F. Die Aufgaben der Psychologie an den deutschen Hochschulen. (The functions of psychology in the German colleges.) *Ber. Kongr. dtsh. Ges. Psychol.*, Hamburg, 1932, 12, 25-73.—Scientific psychology is gaining ground in all civilized countries, yet in Germany there has been a tendency for psychology to be neglected in the curriculum. Economic conditions are not responsible, since other more specialized fields are properly represented. In many cases philosophical faculties have objected to the appointment of qualified psychologists, which has caused a demand for a separation of the two disciplines, as has been done in America. Its results in the fields of research and teaching have been so significant that psychology deserves to form a part of the curriculum of each professional school as well as of the universities. Though they should be careful to remain unentangled with private interests, psychologists in professional colleges must test and improve the methods of making practical applications of psychology, useful to their students in their professional and private lives. This imposes on the administration the duty to guard against impostors. Criticism of the fields and methods of psychology is to be expected; contradictory results are unavoidable and differences of opinion and interpretation must exist. But it behooves psychologists to attempt to understand each other better, not to ignore other "schools" and not to engage in embittered arguments which may mislead outsiders. Without compromising, they must become more friendly toward each other and together serve the mutual cause which transcends their personal interests.—H. Beaumont (Kentucky).

1691. Lämmermann, H. Ueber das Verhältnis von Allgemein- und Sonderbegabung und seine Bedeutung für eine organisatorische Differenzierung der Schule. (The relation of general and special ability and its significance for a differentiation in

school organization.) *Ber. Kongr. dtsch. Ges. Psychol., Hamburg, 1932, 12, 374-376.*—Since performance in tool subjects correlates highly with general ability, a plea is made for sectioning general classes as well as advanced special classes on the basis of general ability. From this arrangement gifted pupils would derive the greatest benefit.—*H. Beaumont (Kentucky).*

1692. Lévy, J. M. *Maitres et élèves. Essai de psycho-pédagogie affective.* (Teachers and pupils. An essay on affective psychopedagogy.) Paris: Vrin, 1935. Pp. 275. 20 fr.—The material presented derives from the observations of a professional teacher and from the extensive use of a questionnaire. The questionnaire, as given in the appendix, contains two parts addressed to teachers: (1) 28 questions concerning the most sympathetic pupil that the teacher has had, questions whose answers make possible a fairly complete psychological portrait of the pupil; and (2) 28 questions concerning the least sympathetic pupil. The questionnaire given the pupils contains 30 questions each on the most and the least sympathetic teacher that the pupil has had. A short bibliography is given.—*M. H. Piéron (Sorbonne).*

1693. MacMillan, D. P. *Social changes and the mentally retarded.* *Proc. Amer. Ass. ment. Def., 1935, 40, 466-474.*—Educational aims for mental retardates are examined in the light of the modern trend from individualization to mass, mechanization, and speed. Due to the strictly competitive scheme of affairs the higher-grade mental defectives will fail more markedly in the future than in the past. Adaptability must be stressed in their training and emphasis placed on teaching them to work with and for others. Length of schooling will probably have to be extended. Need is felt for a national survey of the opportunities in our common life which are available to them.—*M. W. Kuenzel (Cincinnati Children's Home).*

1694. Manuel, H. T., & Knight, J. *A device to facilitate the scoring of tests.* *J. educ. Res., 1935, 29, 219-220.*—Description of a scoring key by the use of which it is necessary only to count items which are opposite certain marks; thus the scorer is no longer required to consider the content of the answers.—*S. W. Fernberger (Pennsylvania).*

1695. Manwiller, C. E. *Manwiller word recognition test.* New York: World Book, 1935.—For grades 1 and 2. A 4-page booklet with 25 words, each having beside it four pictures; the child is to draw a line in the correct picture. Forms A and B are available. The test aims to measure a child's ability to recognize word forms. The results can be used for survey, progress, and diagnostic purposes. Norms based on 2146 cases are given. Reliability (A vs. B) is .90; r for Form A with the Gates Word Recognition Test is .71; that for Form B with Gates is .73.—*R. Goldman (Clark).*

1696. Martens, E. H. *A conference on curriculum for mentally retarded children.* *Proc. Amer. Ass. ment. Def., 1935, 40, 35-43.*—Clarification of value

concepts in the education of the mentally defective was undertaken at a conference of 13 specialists who met in Washington. These had to do with definition, curriculum adjustment, and educational objectives. Attention was also given to the type of content of the various academic subjects. Such content materials must be integrated into "units of experience" or meaningful wholes. A handbook on curriculum is a result of this federal conference.—*M. W. Kuenzel (Cincinnati Children's Home).*

1697. Mata, L. *Las aptitudes en los escolares.* (The aptitudes of students.) *Arch. argent. Psicol. norm. pat., 1935, 2, 55-64.*—The modern tendency is the application of psychological selective techniques to school students. While the older aim of pedagogy was general acquisition of knowledge, the present goal tends more and more to be preparation for adjustment in particular socio-economic environments. Certain data relative to the student should be collected and kept with this end in view. A form is presented for the purpose of recording data dealing with: morphology; strength coefficients; physiological measurements; psychological (attention, memory, association, social conduct and conduct in class); sensory and motor ability; and proficiency in academic pursuits. It is urged that a standard method of recording be adopted.—*R. M. Bellows (U. S. E. S. Div. Standards and Research).*

1698. Maxfield, F. N. *Substitutes for the 'I. Q.'* *Proc. Amer. Ass. ment. Def., 1935, 40, 147-153.*—It is desirable when using psychometric methods to note not only a subject's position on a developmental or age scale but also his degree of variation from others of the same age or group. Various objections to using the Binet I. Q. are advanced. Sigmas are said to be better than percentiles when reporting results of several tests. To facilitate interpretation the author proposes a new intelligence index (I. I.). He multiplies sigma values by 10 and adds this value to 100. Intelligence scores would thus ordinarily range from 130 to 70 with a median at 100.—*M. W. Kuenzel (Cincinnati Children's Home).*

1699. Mosier, C. I. *Group factors in college curricula.* *J. educ. Psychol., 1935, 26, 513-522.*—College graduates and freshmen were classified according to the curriculum pursued, and American Council on Education Psychological Examination scores (total test and sub-test) were obtained. Comparisons of the medians of the total test scores and sub-test scores for each curriculum were made. Conclusions: (1) Several abilities are measured by the sub-tests of the A.C.E. examination which are independent of the ability measured in common by all tests, and these abilities are required differentially for success in the various curricula. (2) The completion test and opposites test measure abilities needed in liberal arts-social sciences and the analogies and arithmetic tests measure abilities needed in the natural sciences. (3) The arithmetic test is also important as a measure of an ability needed by law students, and the opposites test also measures an ability of importance in scientific work. (4) The

artificial language test is significant in those curricula which require the highest amount of general ability as measured by total test score. (5) The total test score was important in all curricula, but was not always more important than the score on one of the sub-tests.—*A. W. Melton* (Missouri).

1700. **Pooley, R. C.** *Measuring the appreciation of literature.* *Engl. J.*, 1935, 24, 627-633.—Appreciation is defined as the emotional responses which arise from basic recognitions, enhanced by an apprehension of the means by which they are aroused. Genuine growth in appreciation, then, involves not only the arousing of primary emotional responses, but also the gradual growth of secondary responses arising from the intellectual apprehension of the technical skill of the artist. A valid test of appreciation must measure both aspects. The author presents an outline of the elements to be included in a battery of tests that would satisfy these criteria.—*S. P. Hayes, Jr.* (Mt. Holyoke).

1701. **Prall, C. E.** *Applications of research results.* *J. higher Educ.*, 1935, 6, 425-434.—The discussion concerns itself with "the lag between positive findings and changed practices" in college teaching and administration, and with "the volume and importance of those experimentally settled issues which are still to exert their full influence upon the rank and file of college teachers and administrators." Certain teaching-learning procedures specific to departments are presented, such as the modern languages and the physical, biological, and social sciences. Certain single-variable studies which have yielded similar results irrespective of field are illustrated by class size, laboratory versus demonstration lecture, and remedial-reading procedures. Brief reference is made to the few experiments in the administration of student personnel. The entire discussion reveals a marked conflict in experimental results.—*R. A. Brotemarkle* (Pennsylvania).

1702. **Proctor, W. M.** *Intelligence and length of schooling in relation to occupational levels.* *Sch. & Soc.*, 1935, 42, 783-786.—Of 1514 high-school students given the Army Alpha group test of intelligence in 1917, 569 could not be located in 1930. The average IQ of this latter group was 93, while that of the 945 individuals who could be located in 1930 was 108. The author found a significant positive relation between the rank (according to the Barr Scale) of the vocational status attained by his subjects in 13 years and (1) the IQ recorded for them while in high school, as well as (2) the duration of their schooling.—*H. L. Koch* (Chicago).

1703. **Roura, J.** *Les tres pedagogies.* (The three pedagogies.) *Rev. Psicol. Pedag.*, 1935, 3, 117-130.—In this concluding section on the three pedagogies—normal, descriptive and empirical-experimental—Roura discusses the last. He takes up its historical development and field; its chief trends (toward experimental psychology and biological and sociological empiricism); its contributions, which are rather in the field of teaching methods than in educational systems or ideals; and the relativity of all educational ideals. His general conclusions are that by each of these three pedagogies investigators have tried to solve

all educational problems and to construct a universally valid system of pedagogy. Each approach, however, has inherent limitations and represents only a single aspect. Empiricism alone cannot construct a system or give ideals. Normal pedagogy is speculative and incapable of solving practical problems. Descriptive pedagogy shows that education is inherent in life, a function of society, and a necessity in cultural dynamics. The ideal is a totalitarian pedagogy, rooted in the sciences and life. This unitary viewpoint is characteristic of the mental sciences, one of which is pedagogy.—*M. E. Morse* (Baltimore).

1704. **Rubies, A.** *La psicologia infantil en l'aprenentatge de la lectura.* (The child's psychology in learning to read.) *Rev. Psicol. Pedag.*, 1935, 3, 131-139.—This study deals with the child's subjective standpoint, particularly the connection between affect and written words. It is based on the mistakes made by 300 children from 6 to 7½ years in recognizing words and phrases previously taught them, and presented at random on cards. The children distinguished between not knowing and not remembering. Evidently in the learning process phrases were separated into words, which were memorized or worked up into new phrases. "It isn't so" meant that although the child recognized the phrase, he had not manipulated it. Associations of contiguity were very stable. Adjectives were often confused according to concept (sweet—good), a logical substitution which shows richness of vocabulary, creative necessity, and ability to handle synonyms. An undecipherable graphic image could evoke the significance of the image ("sweet"—read "sugar"). Were two images—graphic and ideological—grasped, but only one retained, or was it due to the large part which affect plays in association, or to a vague reminiscence of the state of consciousness when acquiring the word? This study proves that reading gives a flexibility and agility, sometimes premature, to the child's thought.—*M. E. Morse* (Baltimore).

1705. **Stalnaker, J. M.** *Should optional questions be used in examinations?* *Sch. & Soc.*, 1935, 42, 644-647.—"Optional questions are permissible only if a conversion scale is available for translating grades on one question into terms of grades on another. The questions must be equally valid, equally time-consuming, equally difficult, and so graded that scores are equivalent. Equal grading is difficult because the distribution of the ability of students who answer the different questions is not the same. Optional questions have been shown, also, to complicate the problem of sampling from the student's knowledge because the examiner cannot be certain whether the student has selected the questions which fairly represent him or whether he has selected the questions which present him best. An unfair advantage is given to the student who has a general, if less brilliant, knowledge of the entire field being covered."—*H. L. Koch* (Chicago).

1706. **Strabel, E.** *What about warned students?* *Sch. & Soc.*, 1935, 42, 581-584.—About 40% of all students at the Buffalo Collegiate Center were sent warnings at mid-term in the spring of 1934-35 that

their work in at least one course was unsatisfactory. These warned students, as contrasted with those succeeding in their class work, had done on the average less well in high school and on the New York State Regents Examination, were slightly older at graduation from high school, averaged .5 letter-grade poorer for the first semester of college work, were employed for longer hours in extra-scholastic remunerative activities, and averaged lower on the psychological test given them when admitted to the Center. The warned students who finally passed the courses in which at mid-term they had been doing unsatisfactory work, when contrasted with those who failed these courses, made a slightly higher mean grade on their Regents Examinations, scored somewhat less well on their mental tests, and carried more school and outside work. A group of warned students interviewed by the personnel director of the Center, although averaging lower on their intelligence test and carrying a much greater number of hours of outside work than did the warned students given no interview, showed a lower percentage of course failures than did the latter. For this difference the author is inclined to hold the interview responsible.—*H. L. Koch* (Chicago).

1707. **Traxler, A. E.** An experiment in teaching corrective reading to eight seventh-grade pupils. *J. educ. Res.*, 1935, 29, 247-253.—The subjects were selected as the result of administration of an intelligence test and three reading tests. These subjects were in the lowest quarter as measured by the reading scales. The training was directed toward the greatest reading weaknesses of the several individuals, and was carried on for approximately nine weeks. The retesting at the end of this period of instruction indicated that seven of the eight had derived considerable lasting benefit from this procedure.—*S. W. Fernberger* (Pennsylvania).

1708. **Valentiner, T.** Ueber die Begutachtung des Charakters für die Auslese. (On the judgment of traits for selection.) *Industr. Psychotech.*, 1935, 12, 308-315.—The determination of desirable characteristics rests upon statistical researches in the selection of children and young people for school and work.—*R. M. Bellows* (U. S. E. S. Div. Standards and Research).

1709. **Vandervelde, C.** A little light on grading systems. *Sch. & Soc.*, 1935, 42, 654-656.—To investigate the pertinence of the complaint that the scheme of requiring all instructors to distribute their grades according to the normal curve does not take into account the possibility that students of high calibre may gravitate to one teacher and students of low calibre to another, the author computed the quartile placement, on the basis of both intelligence test score and average course grade, of the students in the classes of 18 instructors in a small college. It was discovered that some instructors have in their classes proportionally twice as many of the more capable students as do other instructors.—*H. L. Koch* (Chicago).

1710. **Wagner, M. E., & Mills, H. C.** College credit in advance: articulation between school and

college. *Occupations*, 1935, 14, 245-250.—The University of Buffalo has adopted an articulation device in the form of anticipatory examinations, which eliminate much of the loss commonly experienced in the transition from high school to college. Those students who satisfactorily pass the examinations are given college credit in their special fields, thus allowing them to take up more advanced work and to avoid duplication. Cooperation between high school teachers and college officials in preparing the students for these examinations greatly facilitates the functioning of the procedure. The plan is still in its experimental stages, but the outlook is promising.—*R. H. Brown* (Yankton).

1711. **Walker, E. T.** Student housing and university success. *Sch. & Soc.*, 1935, 42, 575-577.—The author compares the scholarship of the University of Chicago students living (1) in private homes, (2) rooming houses under private management, (3) residence halls maintained by the University, and (4) chapter houses controlled by the fraternities. Scholarship was judged in terms of the grades made, the length of University attendance, the amount of course work completed, the scholastic honors won, and the amount of participation in student activities. The group of students living in the residence halls rated highest according to all criteria, and the group residing in private homes second. The men in the chapter houses were somewhat superior to the average in ability, but their scholastic performance was inferior. The students who changed their type of residence made the lowest grades during the quarters they lived in the chapter houses. The only point on which those in the fraternity houses ranked high was in extent of participation in student activities; and even in this they were excelled by those in the residence halls and by fraternity members residing elsewhere than at the fraternity headquarters.—*H. L. Koch* (Chicago).

1712. **Weil, H.** Ergebnisse einer Umfrage über die Motive zur Schullüge und ihre pädagogisch-psychologische Behandlung. (Results of a questionnaire regarding school lies and their educational and psychological treatment.) *Ber. Kongr. dtsch. Ges. Psychol.*, Hamburg, 1932, 12, 443-446.—*H. Beaumont* (Kentucky).

1713. **Wheeler, R. H.** Postulates for a theory of education. II. A methodology for educational research. *J. educ. Res.*, 1935, 29, 187-195.—Vitalism and mechanism may be resolved into a single set of postulates which the author calls the organismic position. The result is a set of 10 postulates basic for this position. The advantages of this position are indicated.—*S. W. Fernberger* (Pennsylvania).

1714. **Woolf, H., & Lind, C.** A study of some practical considerations involved in the use of two educational test batteries. *J. educ. Psychol.*, 1935, 26, 629-634.—A comparison of the New Stanford Achievement Test and the Modern School Achievement Test, with respect to administrative differences and the agreement with intelligence test ratings (Stanford-Binet). The subjects were 100 boys and girls, 16 years of age,

of varied and unknown educational background. The correlation between the two educational tests was .89. The correlation between the Stanford-Binet and the New Stanford Achievement Test was $.80 \pm .02$, and the comparable r for the Modern School Achievement Test was $.74 \pm .03$. This difference is not considered significant. Although each test has administrative advantages, the writers prefer the New Stanford Achievement Test because all scores are converted into comparable age-grade norms with a wider range of scores. The use of either test is justified.—A. W. Melton (Missouri).

[See also abstracts 1350, 1552, 1586, 1621, 1634, 1653, 1724, 1725, 1738, 1744.]

BIOMETRY AND STATISTICS

1715. Bond, W. N. *Probability and random errors*. New York: Longmans, Green, 1935. Pp. 149. \$3.75.—A text for students of physics and chemistry.—R. R. Willoughby (Clark).

1716. Clark, E. L. Spearman-Brown formula applied to ratings of personality traits. *J. educ. Psychol.*, 1935, 26, 552-555.—The data were ratings of 300 students on 5 personality traits by 6 raters per student. Correlations were obtained between the ratings of each of three raters, and between the average ratings of 2 groups of 3 raters. The latter r 's were close to the values predicted by the use of the Spearman-Brown formula and the average r 's of the single ratings. The differences between the obtained and predicted values were a function of the number of pairs of single ratings used to determine the basic r .—A. W. Melton (Missouri).

1717. Conrad, H. S. On the calculation of the correlation between a single element of a composite and the remainder of the composite. *J. educ. Psychol.*, 1935, 26, 611-615.—A presentation of formulae for the determination of the correlation between a single element of a composite and the remainder of the composite which involve only X (score on element) and T (total score), and not $T-X$. The formulae are adjusted to composites in which all scores are combined by simple addition, to composites in which the scores are weighted, and to composites in which an average is used instead of a total composite score. Empirical verification of the formulae is reported.—A. W. Melton (Missouri).

1718. Darrois, G. Les méthodes d'analyse factorielle. (The methods of factor analysis.) *Biotypologie*, 1935, 3, 45-58.—Spearman's theory is examined from the mathematical point of view.—M. H. Pieron (Sorbonne).

1719. Feldman, W. M. *Biomathematics, being the principles of mathematics for students of biological science*. (2nd ed.) London: Griffin, 1935. Pp. 480. \$7.50.—This edition is enlarged and corrected. It contains a new chapter on nomography and one on the estimation of errors of observation. "The book is designed to fulfil a double object. It aims, in the first instance, at affording the reader a sufficient mathematical knowledge to follow intelligently the records

of the more modern researches in the various fields of biological science. In addition, it is hoped that a mastery of the book will enable the laboratory investigator to make use of the principles of mathematics for the purpose of coordinating his experimental results."—W. S. Hunter (Clark).

1720. Laughlin, H. H. The probability-resultant. *Proc. nat. Acad. Sci., Wash.*, 1935, 21, 601-610.—The author defines the probability-resultant as "the combined effect, on the same measured quality, of several mutually independent constituent factors, each of which factors is given in terms of a probability-distribution, and which probability-resultant also is computed in terms of a probability-distribution of the same measured quality among the subject population." He then utilizes data from the genetics of racing capacity in the thoroughbred horse to show the correct manner of computing the new formula $K = f$ (the several constituent probability-distributions), and discusses further properties and applications of the formula as given. He points out that the formula is particularly applicable in genetics for finding the specific formula of heredity for any individually measurable trait shown to "run in the family" to any degree.—F. S. Keller (Colgate).

1721. Smith, F. F. Objectivity as a criterion for estimating the validity of questionnaire data. *J. educ. Psychol.*, 1935, 26, 481-496.—A study of the reliability of questionnaire data when all S's are expert or inexperienced. In eleven studies in which S's ranked items of various kinds, the average intercorrelation of the ranks given by single inexperienced S's was .362. This average intercorrelation was not increased when other comparison techniques, such as the method of paired comparisons, were used, but increased as the number of items to be ranked decreased. In one study with expert S's, the average intercorrelation of the ranks given by single S's was .956. This value can be approximated in the case of inexperienced S's if the correlations are made between the average ranks given by large groups of S's rather than between the ranks given by individual S's. The Spearman-Brown formula is shown to be satisfactory for predicting the r to be obtained when correlating the average ranks given by groups of S's. The number of S's in the groups is substituted in the formula in the place of the number of test items, and the basic r used in prediction is the average intercorrelation of ranks given by single S's.—A. W. Melton (Missouri).

[See also abstract 1429.]

MENTAL TESTS

1722. Baumgarten, F. Approach in taking tests: studying the examinee's behavior. *Occupations*, 1935, 14, 115-122.—The human characteristics which are displayed in the course of a test are valuable diagnostic tools that have not received due attention. This article, translated from the German, is an observation sheet for the interpretation of the behavior of the examinee during the test period. It covers in a comprehensive manner behavior during preliminary

instructions, during the execution of the task, and at the completion of the task.—*R. H. Brown* (Yankton).

1723. Bingham, W. V. **MacQuarrie test for mechanical ability.** *Occupations*, 1935, 14, 202-205.—The MacQuarrie test for mechanical ability is intended to furnish a rough initial indication of aptitudes for acquiring manipulative skills. It deals with the ability to recognize space relations, speed of decision and movement, hand and eye coordination, muscular control and visual acuity. It is a paper-and-pencil test which can be administered in about half an hour. The error of measurement is low, but it is apparent that confirmatory evidence from other sources would be needed before suggesting changes in a person's plans.—*R. H. Brown* (Yankton).

1724. Brigham, C. C. **Examining fellowship applicants. A report made to the Social Science Research Council on the method for selecting fellows for first-year graduate study.** *Soc. Sci. Res. Council Bull.*, 1935, No. 23. Pp. 58. \$1.00.—The report describes procedures and the results of examinations used in selecting graduate students. The examinations were supplementary to the usual information obtained from other sources. The appendices contain the examinations: social science, Parts I and II; the French 3 and German 3 examination offered by the College Entrance Examination Board; and the practice booklet of the scholastic aptitude test used by the College Board.—*R. Goldman* (Clark).

1725. Brolyer, C. R. **Tenth annual report of the commission on scholastic aptitude tests.** New York: College Entrance Examination Board, 1935. Pp. 22.—*R. Goldman* (Clark).

1726. Burnham, P. S., & Crawford, A. B. **The vocational interests and personality test scores of a pair of dice.** *J. educ. Psychol.*, 1935, 26, 508-512.—Scores on 10 copies of Strong's *Vocational Interest Blank*, Bernreuter's *Personality Inventory*, and Thurstone's *Personality Schedule* were determined by throwing dice to obtain the answer to each item. On the Thurstone test the dice gave scores which would class them as emotionally maladjusted, and on the Bernreuter test the ranks were well above the 50th percentile on a scale ranging upward from the most to the least desirable traits. On the *Vocational Interest Blank* 9 of the 10 dice-determined scores indicated probable correspondence with the interest pattern typical of successful Boy Scout masters and all of the 10 scores indicated probable correspondence with the interest pattern of successful journalists, but the majority of scores represented no correspondence of interests with those of the occupation in question. "From these data it may be concluded that it is perfectly possible to secure by chance scores on these tests of a nature which, if made by human subjects, might be regarded as significant, and which in present practice are frequently so interpreted."—*A. W. Mellon* (Missouri).

1727. Guérin, J. **Etude sur les tests d'intelligence, de caractère et d'aptitudes professionnelles.** (A study of tests of intelligence, character, and profes-

sional aptitudes.) Paris: Vigne, 1935. Pp. 46.—*M. H. Piéron* (Sorbonne).

1728. Harenberg, F. **Versuch einer experimentellen Testanalyse, durchgeführt am Lückentest nach Ebbinghaus.** (Research on an experimental test analysis by means of a completion test of the Ebbinghaus type.) Braunschweig: Gué, 1934. Pp. 110.—*R. R. Willoughby* (Clark).

1729. Hoakley, Z. P. **A comparison of the personal constant and the intelligence quotient.** *Proc. Amer. Ass. ment. Def.*, 1935, 40, 403-418.—Results are based on repeated tests of 1000 children with initial IQ's of 33 to 103. Conclusions drawn are as follows: The PC shows greater constancy than the IQ. The latter decreases with age before 16 and increases afterward, whereas the PC is relatively consistent in its variations. The PC variations are more symmetrically grouped with respect to zero. In extreme cases, mental ages predicted by the PC may vary more than those predicted by the IQ, but the extreme difference of the middle 50% of the cases is always smaller than that for the IQ.—*M. W. Kuenzel* (Cincinnati Children's Home).

1730. Hubbard, R. M. **A study of the reliability and validity of the Bühler infant scale.** *J. gen. Psychol.*, 1935, 47, 361-384.—78 infants were tested and retested at intervals averaging four months. Alternate-item reliability coefficients were above .98; retest reliability, .70 for first and second tests, .94 for second and third. Correlations with ratings on Merrill-Palmer tests administered at later ages were higher than has been reported for any other infant and preschool ratings. The scale may be too easy for children of the general population. The administration of the tests is not well standardized, thus allowing for more freedom in clinical administration but limiting their scientific character as a research instrument.—*J. F. Dashiell* (North Carolina).

1731. Juarros, C. **El método de Rorschach y sus nuevas aplicaciones.** (The method of Rorschach and its new applications.) *Rev. Criminol., B. Aires*, 1935, 22, 507-530.—The psychodiagnostic technique of Rorschach lends itself to application in the fields of: (1) psychoanalysis; (2) psychology; (3) pedagogy; (4) anthropology; and (5) psychiatry. It indicates fixations; differentiates persons who have preferences for color, for form, and mixed types; selects mentally deficient school children; differentiates national types; and differentiates melancholia and mania, respectively. A bibliography of 63 references arranged chronologically since 1921 is included.—*R. M. Bellows* (U. S. E. S. Div. Standards and Research).

1732. Roach, C. B. **A discussion of the six, seven and eight year levels of the Stanford-Binet Scale.** *J. educ. Res.*, 1935, 29, 216-218.—Study of the records of 254 children with a range of chronological age from 5 years to 5 years and 7 months. The successes for each test from years 5 to 8 of the Stanford-Binet indicate that some tests are more difficult than others and that a revision of this scale might lead to improvement.—*S. W. Fernberger* (Pennsylvania).

1733. Strong, E. K., & Carter, H. D. Efficiency plus economy in scoring an interest test. *J. educ. Psychol.*, 1935, 26, 579-586.—A study designed to test the effects of using Kelley's new formula for weighting items (*J. educ. Psychol.*, 1934, 25, 504-510) on the Strong vocational interest blank, and to test the effect of reducing the range of scoring weights from 31 to 9. The interest blank data obtained from 100 engineers, 100 chemists, 100 life-insurance salesmen, 100 lawyers, and 100 ministers were used. The results suggest that the two formulae and the two ranges of weights may be used interchangeably in differentiating between occupations, even though some conditions may conceivably make the new formula extremely advantageous. The use of the new formula and the restricted range of weights is recommended for adoption as standard procedure.—A. W. Melton (Missouri).

1734. Vernon, P. E. The significance of the Rorschach test. *Brit. J. med. Psychol.*, 1935, 15, 199-217.—The Rorschach test is conceived not as an empirical objective test of use to the psychometrist, but as a psychodiagnostic instrument of value to the clinician. Believing that the deeper tendencies of the individual are revealed by dreams, handwriting, word-association responses, and creative play, the author is attempting the correlation of results on the Rorschach test with other expressions of personality such as the drawings of children and their responses on the mosaic test. He reports a correlation of $.78 \pm .06$ between the clinician's ability to estimate his subjects' intelligence from reactions on the Rorschach and Binet scores. 20 subjects aged 12-15 were used. By a technique of matching (Rorschach interpretations vs. case histories) correspondences can be studied in quantitative terms. With a normal amount of heterogeneity in the subjects, 36 of 55 matchings were correct, yielding a contingency coefficient of $.83 \pm .03$.—J. R. Hilgard (Stanford).

1735. Wolf, M. Kleinkindertests. (Tests with small children.) *Arch. ges. Psychol.*, 1935, 94, 215-246.—The Bühler tests were developed and were found practical with under-privileged children and with children of primitive folk. Wolf tries them out with more privileged classes, industrial and professional, to determine their adaptability. 31 boys, 19 girls of ages 1:1 to 5:5 from Vienna were used, 10 children of each age group being selected. She describes the tests used and her procedure, emphasizing the control precautions taken. The test reactions of several children are fully described, and comparison is made with tests given to proletarian children. Her conclusions are that the Bühler-Hetzer diagnostic tests of development are usable with children of all social levels.—A. B. Herrig (Michigan Central State Teachers College).

[See also abstracts 1515, 1747, 1776.]

CHILDHOOD AND ADOLESCENCE

1736. Bonaparte, M. Psychologie de la puberté. (Psychology of puberty.) *Bull. Soc. Sexol.*, 1935, 2, 349-357.—The psychology of puberty is concerned

with the psychic expression of the organic modifications occurring at that time and with the resultant of all the events experienced up to that time by the adolescent, in whom they appear as so many conditioned reflexes. Psychoanalysis offers the best mode of approach for this study.—M. H. Piéron (Sorbonne)

1737. Bracken, H. v. Zur Psychologie der Kinderschrift. (The psychology of children's writing.) *Ber. Kongr. dtsh. Ges. Psychol.*, Hamburg, 1932, 12, 294-297.—H. Beaumont (Kentucky).

1738. Brooks, N. P. The menace of nervous and mental fatigue in school children. *Med. Rec.*, N. Y., 1935, 142, 512-513.—Studies indicate that the average adult doing intensive mental work can work satisfactorily not more than six hours a day in contrast to the 44 hours a week possible for the laborer. Further, child legislation has recognized the inadvisability of the prolonged labor of the young. Nevertheless, school legislation for the most part requires a school day of six hours daily beginning with the first grade. Extra-curricular activities and home work make a total of about 50 working hours a week for school children. The relationship of this strain on young children to the increasing problems of maladjustment among school children is discussed. The author feels that the fatigue occasioned by these long hours constitutes a definite threat to mental health.—M. H. Erickson (Eloise Hospital).

1739. Carter, H. D., Conrad, H. S., & Jones, M. C. A multiple factor analysis of children's annoyances. *J. gen. Psychol.*, 1935, 47, 282-298.—An inventory of common annoyances for use with children was administered on four occasions to 100 school children. The items were classified into 11 categories. Since the reliability coefficients for items within each category were practically all over .90, yet their various intercorrelations between the categories ranged from .93 down to .57, certain pairs being more closely correlated than others, it was clear that the intercorrelations could not be explained entirely on the basis of a single common factor. Using Thurstone's simplified method, factor analyses were carried out three times, once including intercorrelations with intelligence scores and once including those with the total annoyance scores. Four factors were found to account satisfactorily for the category intercorrelations, three being stable in all three analyses, one being irregular. The factor I was general annoyability; II was loaded with the untidiness categories, III with personal annoyances. Intelligence scores correlated negatively throughout with annoyance scores. Methodologically, the study illustrates the fact that a single analysis is not so fruitful as numerous analyses with systematically varied conditions.—J. F. Dashiell (North Carolina).

1740. Cockrell, D. L. A study of the play of children of preschool age by an unobserved observer. *Genet. Psychol. Monogr.*, 1935, 17, 377-469.—This is a study of the play activities of six children ranging in age from two years to three and one half years at the beginning of the four months of observation. The aim was to ascertain whether a change in play environ-

ment influenced the reactions of children, and if so how; and to discover the extent to which these children could or should be left to their own devices. During the course of the study there were developed a time graph and an activity chart. A study of the "holding power" of various play materials revealed "that combined materials offered the best play situation; clay and crayons ranked highest, in general, of the single types of play materials; that pictures, blocks and books held intermediate ranks; while housekeeping materials were lower, and companions were decidedly the poorest play situation for the children observed." "Depriving these children of play materials forced them much more to attend to themselves than to play with their companions." Personality differences in play were conspicuous. There was an average of 4.84 activities per minute. The average interest span was 81 seconds. 15 references are cited.—*F. M. Teagarden* (Pittsburgh).

1741. Colby, M. G. Instrumental reproduction of melody by preschool children. *J. genet. Psychol.*, 1935, 47, 413-430.—16 children, aged $3\frac{1}{2}$ to $4\frac{1}{2}$ years, and of close mental age, were given systematic training with tin fifes in the reproduction of melodic bits. Success in learning was seen to depend upon four components in the material: the number of notes, the size of pitch intervals, the direction of changes, and the degree of symmetry. Individual differences in the number of melodic patterns learned varied with differences in pitch tests and also with ratings on interest and motivation. Two common tendencies noted were simplifying of melody and persistence of familiar patterns while learning a new one. Two practical conclusions: for the preschool child the music to be taught may well be in the form of reduced wholes, not of dissected elements; and specialized instrumental training should give place at this age to vocal acquisition of folk-songs and games.—*J. F. Dashiell* (North Carolina).

1742. Davidson, H. P. A study of the confusing letters B, D, P, and Q. *J. genet. Psychol.*, 1935, 47, 458-468.—Kindergarten and first grade pupils were given a letter perception test in a cancellation form. There was much confusing of letters that were mirror images or rotations of each other. The upside-down confusion, *d-p*, *q-b*, *p-d*, etc., was largely overcome before a mental age of 6 years, but the left-right confusion not until $7\frac{1}{2}$. Often the child recognized the difference in the orientation of letters but did not regard this as making them different, much as he would disregard the way a chair happens to face in naming it a chair.—*J. F. Dashiell* (North Carolina).

1743. Dennis, W. An experimental test of two theories of social smiling in infants. *J. soc. Psychol.*, 1935, 6, 214-223.—The theories that smiling is an instinctive response to the human face or voice, and that there is some other simple, primary stimulus to smiling are rejected on the basis of careful observation and experiments on two fraternal twins. Rather it appears that smiling is a conditioned response which becomes attached to any stimulus which leads to relief, that is, the cessation of fretting, unrest or

crying. Smiling in response to the human face occurred with equal or greater frequency than smiling in response to any other single stimulus.—*E. B. Newman* (Swarthmore).

1744. Dernova-Yarmolenko, A. A. [Conscience training in the hospitals for psychoneurotic children.] *Nov. Psikhonevrol. Det. Vozr.*, 1935, 104-114.—In the psychoneurological clinic of the Institute for Care of the Health of Children and Youth (Leningrad) questions of conscience training, its principles and aims were included in the program of class work. There was obtained an improvement of the children's behavior in both the class work and the free time. The right notion of social relations and social life was taught from concrete cases of children's behavior and its analysis. A decrease of antisocial actions of children was noted by the teachers.—*A. Yarmolenko* (Leningrad).

1745. Devereux, R. T. Nutritional disturbances in problem children. *Proc. Amer. Ass. ment. Def.*, 1935, 40, 395-401.—The author describes many ways in which nutritional disturbances are related both directly and indirectly to emotional and mental difficulties of problem children. These disturbances usually are discovered by physical examination and close medical observation rather than by means of laboratory tests.—*M. W. Kuenzel* (Cincinnati Children's Home).

1746. Dukhovnaya, T. G., & Murinetz, V. N. [Facial and general psychomotor manifestations in youth.] *Sovetsk. Pediat.*, 1935, No. 2, 128.—In using the method of investigating facial movements of Quint and the method of Ozeretzky for determining the motor-age coefficient, youths from 13 to 16 years show an increase of the coefficients of active movements of the facial muscles. The general motor capacity is less developed. The psychic constitution influences the facial movements: asthenics give better results than pyknics, and athletics are behind both. The industrial efficiency of youths correlates with their general motor ability. Quint's method can be used as a diagnostic measure for defining the brain development of children and youths.—*A. Yarmolenko* (Leningrad).

1747. Finch, F. H. Sex differences in mental growth. *J. educ. Psychol.*, 1935, 26, 623-628.—This study is an attempt to check the generalization that boys become increasingly more likely than girls to have a high IQ as they advance in age, and that they are more likely than girls to retain a high IQ earlier evidenced. 101 boys and 103 girls were tested on the Miller Mental Ability Test, Form A, on entering high school (average ages 173.8 mos. and 176.4 mos., respectively) and again approximately 4 years later. The average IQ's of the boys on test and retest were 137.6 and 136.4. Comparable averages for the girls were 132.3 and 137.4. Successive exclusion of the cases with IQ's lower than 120, 130, and 140 failed to change the relative standings of the boys and girls on the test and retest. The failure to substantiate the generalization regarding sex differences is tenta-

tively attributed to the test items used. Bibliography.—A. W. Mellon (Missouri).

1748. Galchinskaya, O. I. [The facial motor phenomena of psychopathic children.] *Probl. Psichiat. Psikhopat.*, 1935, 541-550.—The facial psychomotor manifestations of psychopathic children, as investigated by Quint's method, correlate with the intellectual level. The highest coefficients are found in the schizoid group.—A. Yarmolenko (Leningrad).

1749. Gindes, E. J. [Psychotechnical investigation of infants.] *Sovetsk. Pediat.*, 1935, No. 7, 124-133.—A system of tests for investigating the psychic abilities of the child from 1 to 12 months, used in children's institutions in Baku.—A. Yarmolenko (Leningrad).

1750. Hetzer, H. Zur Methodik des kinderpsychologischen Experimentes. (The methodology of the experiment in child psychology.) *Ber. Kongr. dtsh. Ges. Psychol.*, Hamburg, 1932, 12, 347-350.—Functional, not objective identity of situations is required in experiments on infants and children. The selection of the most favorable time for experimentation is important, as is the determination of the maximum period during which the experiment may be continued. When instructions are given, great care should be exercised to make them adequate and understandable.—H. Beaumont (Kentucky).

1751. Hollingworth, L. S. The comparative beauty of the faces of highly intelligent adolescents. *J. genet. Psychol.*, 1935, 47, 268-281.—Photographs were taken of 40 intellectually gifted adolescents, who had been selected in childhood on the basis of tests as between 135 and 190 IQ, and of 20 normals of the same age and school population. They were rated by adults who were total strangers, each photograph by ten judges (with a reliability of $r = .87$). The faces of the gifted received higher ratings than those of the normal. The same favorable difference was obtained, though in reduced degree, when Chinese judges were used.—J. F. Dashiell (North Carolina).

1752. Isaacs, S. "Bad habits." *Int. J. Psychoanal.*, 1935, 16, 446-454.—"Bad habits" are defined as referring to persistent actions not yielding to external pressure and concerned with the subject's body or physical objects which are substitutes for persons or parts or products of persons. Illustrative examples are then cited of various types of bad habits and the psychoanalytic significances of the behavior and the attendant circumstances are suggested.—M. H. Erickson (Eloise Hospital).

1753. Iwai, K., & Volkelt, H. Der Umgang des Kindes mit verschieden geformten Körpern im 9. bis 12. Lebensmonat. (The manipulation of differently shaped objects by children between the ages of 9 and 12 months.) *Ber. Kongr. dtsh. Ges. Psychol.*, Hamburg, 1932, 12, 356-357.—H. Beaumont (Kentucky).

1754. Jenkins, R. L. The management of negativism in young children. *Med. Rec.*, N. Y., 1935, 142, 507-510.—Case reports with discussions are given on three children who showed marked negativistic behavior. The author summarizes his article with

the statements that negativism is very frequent in young children, developing and disappearing spontaneously unless wrongly managed. A program of management must be based upon the total situation, and punishment or direct attack is contra-indicated. Usually the ignoring of the negativism, with praise and recognition of positive behavior, is the best measure. When negativism is related to morbid parent-child relationships, it usually cannot be remedied except by modifying such relationships.—M. H. Erickson (Eloise Hospital).

1755. Jeudon, R. Les origines de l'intelligence chez l'enfant. (The origins of intelligence in the child.) *Pour l'Ere nouv.*, 1935, No. 111, 227-230.—M. H. Piéron (Sorbonne).

1756. Kassatkin, N. I. [The development of visual and acoustic conditioned reflexes and their differentiation in infants.] *Sovetsk. Pediat.*, 1935, No. 8, 127-137.—Conditioned food reflexes can be formed, the acoustic from 5-6 weeks, the visual from 7-8 weeks. In the development of conditioned reflexes there are three periods: (1) indifference; (2) the inhibition of movements and the first symptoms of conditioned reactions; (3) the defined conditioned reflex. The forming of conditioned reflexes depends on the maturity of the corresponding fields of the brain, and is connected with the age of the child. The acoustic differentiation can be formed from the 11th week, the visual one from the 13th week. The differentiation goes through the same phases as the forming of the reflex, but in inverse order.—A. Yarmolenko (Leningrad).

1757. Katz, R. Das Kind als Erfinder. (The child as inventor.) *Ber. Kongr. dtsh. Ges. Psychol.*, Hamburg, 1932, 12, 360-366.—It seems plausible that the human race has gradually developed playthings as well as tools with constantly changing functions, on the basis of what we can observe in the inventive productions of children. In either case, when the specific need arises, some kind of adjustment is made to the situation.—H. Beaumont (Kentucky).

1758. Kiessling, A. Der Unfug als jugendpsychologische Erscheinung. (Disorderly conduct as a phenomenon of adolescent psychology.) *Ber. Kongr. dtsh. Ges. Psychol.*, Leipzig, 1934, 13, 142-143.—H. Beaumont (Kentucky).

1759. Köhler, E. Die Leistung der Sprache in der Gesamtaktivität 5- bis 6jähriger Kinder. (The function of language in the total activity of children at the age of 5 to 6.) *Ber. Kongr. dtsh. Ges. Psychol.*, Hamburg, 1932, 12, 370-372.—There is a correlation between creative ability and linguistic prowess. Language serves the child as a vehicle for his understanding of the environment with which he is primarily occupied in his thinking and activities at this age.—H. Beaumont (Kentucky).

1760. Lau, E. Das Greifen in der frühen Kindheit. (Grasping in early childhood.) *Ber. Kongr. dtsh. Ges. Psychol.*, Hamburg, 1932, 12, 377-379.—H. Beaumont (Kentucky).

1761. Lazarsfeld, P. *Jugend und Beruf*. (Youth and occupation.) *Ber. Kongr. dtsh. Ges. Psychol., Hamburg, 1932, 12, 379-382*.—Choice of occupation should be postponed until the child has become sufficiently mature (about 16 years of age). Occupational information is to be given much earlier, so that the child may obtain a clear picture of a number of possible occupations. Furthermore, society should make arrangements to minimize the unavoidable social difficulties arising during the period of adjustment to a new occupation.—H. Beaumont (Kentucky).
1762. Leonteva, M., Pratussevich, R., & Kaganova, E. [The peculiarities of the work process and work therapy in psychoneurotic children.] *Nov. Psikhonevrol. Det. Vozr., 1935, 8-46*.—The aim of this work was to establish the peculiarities of the work process and its therapeutic value. Schizoid and cycloid psychoneuroses, manic-depressive psychoses, and hysteria have been investigated. Besides the clinical investigation of patients, the authors registered, described and analyzed their school work and work in the hospital workshop. The chronometric data plotted in graphic curves show the following results: the schizoid group has a slow tempo, a slow mastering of the technical detailed process, a tendency to stereotype work, long and frequent interruption of the work without exogenous irritators, a low coefficient of efficient work, and bad production. The therapeutic effect of work was expressed in an increase of social work contact and in the correction of the disturbance of social tendencies and behavior. The group of hysterics showed egocentric, labile and selective tendencies. The work therapy resulted in the disappearance of conversions, a display of positive social tendencies; the children were included in group work. The work process of cycloid children was characterized by a tendency toward change of work, psychomotor irritability, and frequent interruptions of work. Work therapy decreased the irritability, created a positive work tendency, reduced the number of diversions, and increased the efficiency of work. Manic-depressive psychotics showed a difference of work in the two phases. The work therapy decreased the duration of the depressive periods.—A. Yarmolenko (Leningrad).
1763. Levin, S. L. [On the physiological analysis of children's negativism.] *Nov. Psikhonevrol. Det. Vozr., 1935, 214-231*.—The author analyzes negativism in children, applying I. P. Pavlov's doctrine of inductive nervous processes and phasic displays in the nerve tissue. Different kinds of negativism are shown in a concrete case: active (biphasic), passive, ambivalent, selective, etc. Some psychopathological symptoms are analyzed in the light of the laws of the highest nervous activity. The author tries to complete the clinical symptomatology and diagnosis by the physiological characteristics of the type of the highest nervous activity and its specific traits.—A. Yarmolenko (Leningrad).
1764. Mallay, H. A study of some of the techniques underlying the establishment of successful social contacts at the preschool level. *J. gen. Psychol., 1935, 47, 431-457*.—A two-hour observation divided into 10-second intervals was made on each of 21 nursery school children; and analyses were made in terms of patterns of social activities consisting of combinations of five basic items: visual regard of each other, verbal statement, physical contact, parallel activity, cooperative activity. Some of the patterns were found especially successful in establishing and also in maintaining contacts, especially those containing parallel or cooperative activity, while other patterns were almost certain of failure, especially those in which visual regard was a major item. With increase in age were found: increased time spent in social contacts, more cooperative activity and less physical contact, larger number of children participating in one relationship, and greater sociability index.—J. F. Dashiell (North Carolina).
1765. Moore, H. H. The social impulses of youth. *Sch. & Soc., 1935, 42, 657-664*.—The data on the basis of which the conclusions of the study are drawn are the replies made to a questionnaire by 3769 third- and fourth-year high school students living in 32 different cities and towns in the U. S. A majority of this group (66%) confessed that they had been earnestly ambitious at one time or another to be helpful in combating or preventing crime, disease, poverty or injustice. The ambitions of these young people were usually naive and were often abandoned. Most of the individuals having the desire to render social service failed to recognize the need for educational preparation. Only 44% of the boys said they would fight for their country, regardless of the circumstances, if war were declared. Only 1% of the boys desired to accumulate a fortune of a million or more dollars.—H. L. Koch (Chicago).
1766. Muchow, M. *Zur Frage einer kulturpsychologischen Jugendpsychologie*. (The question of a psychology of adolescence based on cultural types.) *Ber. Kongr. dtsh. Ges. Psychol., Hamburg, 1932, 12, 390-393*.—H. Beaumont (Kentucky).
1767. Murinetz, V. N. [The general and facial psychomotor manifestations of pupils.] *Vop. Pediat., 1935, 51-57*.—School pupils, 8-12 years old, when investigated by the methods of Quint and Ozeretzky give the following results: the constitutional peculiarities are marked by high coefficients in pyknics, lower ones in athletics, and lowest in asthenics. The general psychomotor activity correlates with industrial efficiency but not with school efficiency. The facial motor phenomena increase with age. The asthenics give best results; near to them are pyknics; athletics are third in normal surroundings. The facial psychomotor phenomena correlate with the intellectual level and school efficiency. Quint's method defines the grade of physiological development of the mechanisms and their substratum as connected with motor and psychic activity.—A. Yarmolenko (Leningrad).
1768. Nikitina, E. S., & Aristova, A. J. [The dependence of psychoneuroses of children on those of their parents.] *Nov. Psikhonevrol. Det. Vozr.,*

1935, 47-58.—The neuroses of children are not directly induced by the neuroses of their parents. They occur as the result of a wrong family pedagogy and are also connected with the weakness of the child's nervous system. The pattern of their parents' behavior is partially imitated by the children. The hereditary aggravation is responsible only for an organism weakened for resistance to the exterior influences. The form of neurosis depends on the specific environment. Mental diseases of the parents are simultaneously a weakening factor, a traumatic factor, and a pattern of antisocial behavior. The children of the patients of psychiatric and neuro-psychic hospitals and dispensaries should be taken under observation, and all means of mental hygiene should be applied.—A. Yarmolenko (Leningrad).

1769. Ohwaki, Y. *Die ersten zwei Jahre der Sprachentwicklung des japanischen Kindes. Ein Beitrag zur Psychologie der Kindersprache.* (The first two years of language development of the Japanese child. A contribution to the psychology of child speech.) *Tohoku psychol. Folia*, 1933, 1, 71-110.—A report on observations of babbling and language development of the authors' own two daughters. There are of course some individual differences, but the developmental process of both children was similar on the whole. In comparison with the speech threshold of Hilde Stern and Gertrud Hetzer, the threshold of adjectives of the Japanese children is much earlier. Among auxiliary words the interjections appear at first.—Y. Ohwaki (Sendai).

1770. Olson, W. C. *The location of problem children by a nomination method.* *J. juv. Res.*, 1935, 19, 193-200.—All teachers of the kindergartens and first six grades in nine schools in Ann Arbor were asked (1) to report the names of the two boys and one girl who required the largest amount of attention because of undesirable social conduct in the class room, (2) to name the one boy and one girl in their classes about whose conduct most complaints had been heard, and (3) to rate on the Haggerty-Olson-Wickman Schedules A and B those nominated in (1) and (2). Although it was discovered that the typical nominee had a percentile rank of 90, according to the Schedule ratings, it is concluded that only 50% of the children who, if the Schedule criterion is accepted, would rank with the 10% of the population highest in problem behavior tendencies would be located by the nomination plan described.—H. L. Koch (Chicago).

1771. Rey, A. *L'intelligence pratique chez l'enfant. Préface de Piaget.* (Practical intelligence in the infant. Preface by J. Piaget.) Paris: Alcan, 1935. Pp. 235. 25 fr.—Practical intelligence is a rudimentary one which, prior to language or independent of it, develops behavior and extends it to new aspects and parts of the physical environment. Experiments were made on children from 3.5 to 12 years of age using tests of prehension with detours, the use of intermediary objects, and the search for hidden objects. The child adapts himself to the extent that he acts and attempts to coordinate his organization with the environment. He seems to utilize rather

than to submit to experience. A bibliography of 70 titles.—M. H. Piéron (Sorbonne).

1772. Rüssel, A. *Geometrisch-optische Täuschungen bei Kindern.* (Geometric-optical illusions in children.) *Ber. Kongr. dtsh. Ges. Psychol., Leipzig*, 1934, 13, 169-170.—Among younger children the influence which the whole figure has on the parts is greater than among older children, while at the same time the influence of the component parts on the appearance of the total figure is less pronounced.—H. Beaumont (Kentucky).

1773. Schlink, K. *Die Bedeutung des Sündesbewusstseins in religiösen Kämpfen weiblicher Adolescenten.* (The significance of consciousness of sin in the religious conflicts of female adolescents.) *Arch. ges. Psychol.*, 1935, 94, 271-305.—The author deplors the lack of reliable literature on the problem of religion in the life of the later adolescent, 17 to 23 years of age. She reviews the contributions in the field, showing its judgments as uncertain because of the inadequacy of the material studied. She claims that methods of study have been undesirable because all make the subject conscious of being observed and restrain spontaneity. Her studies were based on 330 spontaneously written letters from 30 women of ages 18 to 23 over a period of years, augmented by daily observation of behavior covering several years. A close intimacy with her subjects was established with no consciousness of being studied. An analysis of the consciousness of guilt was made. Classifications are made and full descriptions given. The sense of guilt is recognized as the outstanding factor in the religious struggle of girl adolescents.—A. B. Herrig (Michigan Central State Teachers College).

1774. Schmidberger, G. *Über Geschlechtsunterschiede in Temperaments- und Charaktereigenschaften bei Volksschulkindern.* (Sex differences in temperament and character traits in Volksschule children.) *Arch. ges. Psychol.*, 1935, 94, 306-316.—Questionnaires answered by 26 teachers relative to 100 boys and 100 girls were studied. Added to these the judgments of 50 parents on 53 boys and 53 girls were secured. Classification was made in accord with the Kretschmer plan into cyclothymic and schizothymic types. The findings show a slight predominance of the former type among girls and of the latter among boys.—A. B. Herrig (Michigan Central State Teachers College).

1775. Schmideberg, M. "Bad habits" in childhood: their importance in development. *Int. J. Psycho-Anal.*, 1935, 16, 455-461.—Bad habits in children concern their own body, their physiological functions, and their every-day activities. Clinically, they are often of phobic or obsessional character and are caused by paranoid or phobic anxieties related to various objects and activities. Often bad habits serve to prevent the expression of perverse fantasies related to these objects and activities, which fantasies in their turn represent a cure for psychotic anxieties. The main cures for early psychotic anxieties are libidinal gratification, normal and abnormal muscular activity, aggressive acts, the relationships to part-

objects and full object-relationships. Treatment of bad habits lies in the diminution of underlying anxiety.—*M. H. Erickson* (Eloise Hospital).

1776. Shapiro-Pollack, —. *Contribution à l'étude psychologique de la puberté à l'aide du test de Rorschach.* (Contribution to the psychological study of puberty by means of the Rorschach test.) Paris: Soc. Nouv. d'Imprim., 1935. Pp. 115.—After a description of the test and of methods of applying it, the various personality types are defined. Each is characterized by particular modes of thinking and feeling, of attitude, and of behavior with reference to itself and the external world. Standards based on some 50 Parisian children are compared with those secured in Switzerland for children of the same age. Mental puberty seems to be characterized by a profound affective maladaptation to the environment and by an affective disequilibrium indicating conflicts within the self. There is a bibliography of 61 titles.—*M. H. Piéron* (Sorbonne).

1777. Shuster-Rivkina, O. M. [Social interrelations in psychoneurotic children.] *Nov. Psikhonevrol. Det. Vozr.*, 1935, 95-103.—The psychogenous reactive state in children produces in most cases disorders of social behavior, which may be classified into two types: (1) aggressive display directed against the group, (2) retirement from the group (autistic form). In the majority of cases the social and material environments are bad. The behavior of children with aggressive tendencies either is induced by the social pattern or is a reaction to the characterological overcoming of traumas. In the dynamics of these processes the autistic mechanisms are more persevering than the aggressive ones, and more determined by endogenous factors and by the form of the neuropsychic disorders. The main factors for the improvement of social contacts are: the development of consciousness, transference of interest, and change from the narrow family environment into broader social life.—*A. Yarmolenko* (Leningrad).

1778. Sorge-Boehmke, E. A thirteen-year-old incendiary. *Int. J. indiv. Psychol.*, 1935, 1, 44-51.—Translation from *Int. Z. indiv. Psychol.*, 1931, 9, 371-375.—*O. N. de Weerd* (Beloit).

1779. Tumlriz, O. Ueber Wiederholungen in der seelischen Entwicklung. (Repetitions in mental development.) *Ber. Kongr. dtsh. Ges. Psychol., Leipzig*, 1934, 13, 178-179.—*H. Beaumont* (Kentucky).

1780. Wallace, R. A study of the relationship between emotional tone of the home and adjustment status in cases referred to a traveling child guidance clinic. *J. juv. Res.*, 1935, 19, 205-220.—The subjects of the study were a group of children dealt with by the traveling child guidance clinic of the California Bureau of Juvenile Research, upon the degree of satisfactoriness of whose social-emotional adjustment subsequent to treatment and the degree of harmoniousness of whose homes rather consistent ratings had been obtained. Although almost two thirds of the cases

included in the study came from homes described as harmonious, it is concluded that there is a tendency for improvement in adjustment to occur more frequently among children when their homes are harmonious than when they are non-harmonious. Conversely, a negative relationship is alleged to exist between harmoniousness of home and the tendency to sink progressively into more unsatisfactory levels of adjustment.—*H. L. Koch* (Chicago).

1781. Witty, P. A. Progress in the science of child study. *J. educ. Psychol.*, 1935, 26, 523-529.—A critical review of *A Handbook of Child Psychology* (2nd ed.) (edited by C. Murchison).—*A. W. Mellon* (Missouri).

1782. Yarmolenko, A. V. [The exactness of hand movements in psychoneurotic children.] *Nov. Psikhonevrol. Det. Vozr.*, 1935, 129-138.—The exactness of hand movements in static and dynamic muscular work has been tested in psychoneurotic children. The latter have been divided into the following groups: schizoid, cycloid and hysteroid neurotics, hysterical group, organic nervous diseases, and mentally defective children. Moede's tremometrical method was used. The static coordination of hand movements is very low in psychoneurotic groups as compared with normal children, whereas the dynamic coordination, as a regulation of active movements, gives better experimental results. The data obtained on psychoneurotics show a closer correspondence with normal coefficients than in organic diseases of the nervous system. Clinical treatment resulted in an increase of the exactness coefficients.—*A. Yarmolenko* (Leningrad).

1783. Zagorovski, P. L. [On the so-called negative phase in the preschool age.] *Sovetsk. Pediat.*, 1935, No. 1, 99-104.—In the psychic development of the child in the third year there has been observed a marked stage in behavior, characterized by a change in self-consciousness. This period is often marked by stubbornness, by a clash with adults (*Trotsperiode* of O. Kroh). This phenomenon is not an inevitable phase of development, but is provoked by environment in which the child's psyche is inhibited by wrong pedagogical measures in the family.—*A. Yarmolenko* (Leningrad).

1784. Zillig, M. Beliebte und unbeliebte Volksschülerinnen. (Popular and unpopular grammar school girls.) *Ber. Kongr. dtsh. Ges. Psychol., Leipzig*, 1934, 13, 190-192.—Good home environment, good grades, pleasant appearance, intelligence, and friendliness were factors influencing the popularity of girls in one of the common schools of Würzburg, but none of these factors was sufficient by itself. Very popular pupils combined, as a rule, all of these factors.—*H. Beaumont* (Kentucky).

[See also abstracts 1345, 1348, 1350, 1361, 1385, 1386, 1402, 1418, 1426, 1523, 1526, 1550, 1564, 1566, 1585, 1586, 1605, 1609, 1628, 1688, 1704, 1712, 1730, 1735.]

